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ABSTRACT

This curriculum resource guide allows students to interpret key historical events and trends from the perspectives of a variety of cultural, linguistic, and ethnic groups. The 30 learning activities represent suggested approaches for teaching Units 9 and 10 of the New York State Grades 7 and 8 syllabus. Each unit is comprehensive, divided into topical learning activities. Focus questions, teacher background materials, major ideas, concepts, performance objectives, development strategies and worksheets are included. Follow-up activities provide extension suggestions for individual students or classes. Worksheets contain primary sources such as photographs, speeches, letters, and diaries of a particular era. Unit 9, "The United States Between the Wars," contains 15 learning activities. Unit 10, "The United States Assumes Worldwide Responsibilities," provides 15 activities. (EH)

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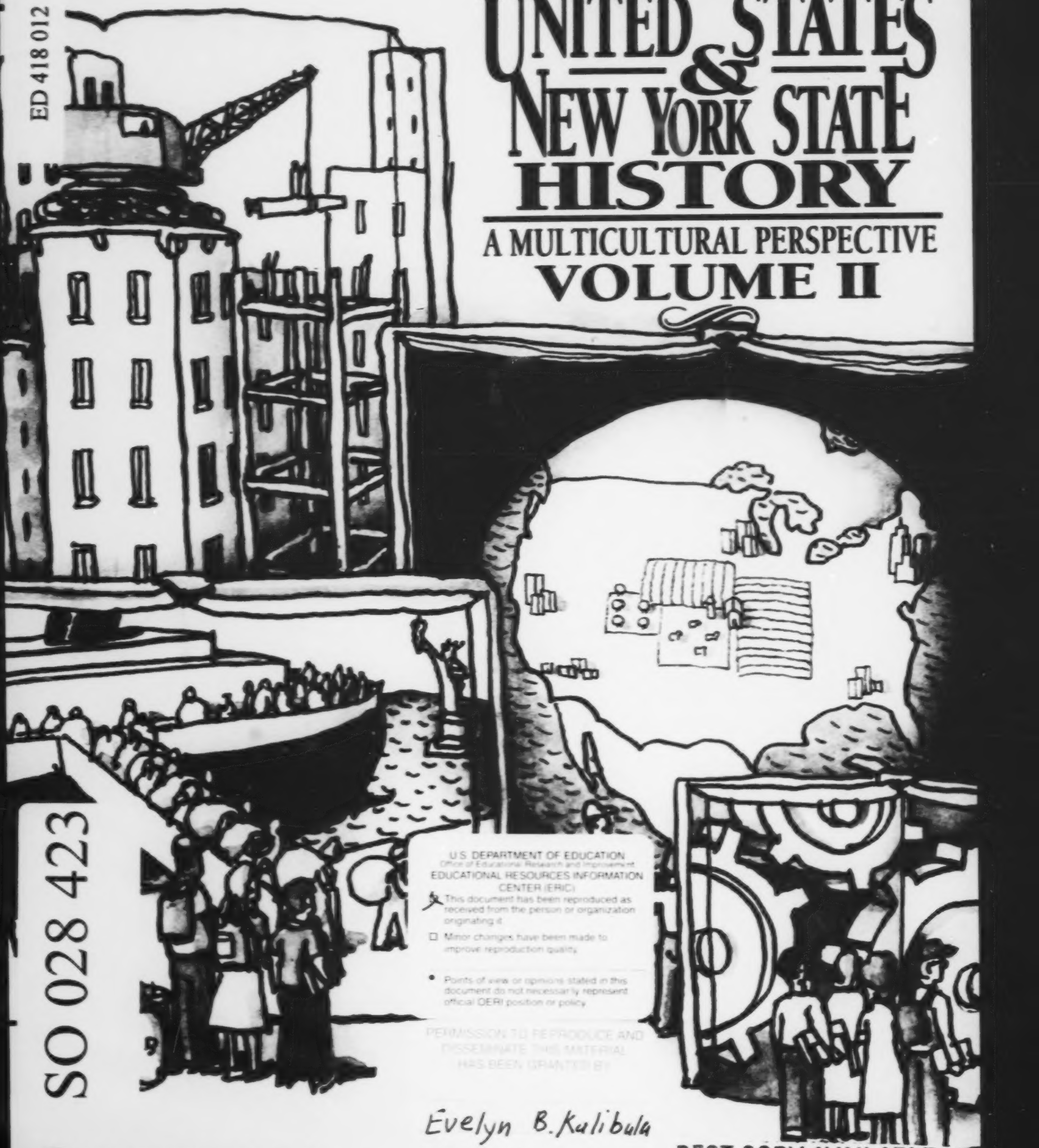
GRADE 8
UNITED STATES & NEW YORK STATE HISTORY
A MULTICULTURAL PERSPECTIVE
VOLUME II



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GRADE 8
UNITED STATES & NEW YORK STATE HISTORY

A MULTICULTURAL PERSPECTIVE
VOLUME II

BOARD OF EDUCATION
OF THE CITY OF NEW YORK

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Preface

The cultural diversity of New York City has increased considerably over the last two decades. People from virtually every cultural, linguistic, and ethnic group in the world now come to live and work in our city—transforming it into a truly multicultural community. This trend both reflects and anticipates the worldwide movement toward a global society.

As today's students move toward adulthood in the twenty-first century, they need to be aware of their own cultural identities, while understanding and appreciating the cultures of others. To help meet this challenge in the New York City public schools, we have begun to develop multicultural curricula in all subject areas.

Grade 8 United States and New York State History: A Multicultural Perspective gives students the opportunity to interpret key historical events and trends from the perspectives of a variety of cultural, linguistic, and ethnic groups. This approach enables students to appreciate the contributions of all of our nation's peoples to history, and to acquire a body of knowledge that reflects the experiences and values representative of the many cultures that have helped construct our nation and our state. Through their active participation, students will come to understand that knowledge is itself dynamic, ever-changing, and open to debate.

Active and critical engagement with history preserves and enriches our democratic ideals. The multicultural approach to history exemplified in these volumes will help our young people to acquire the knowledge, values, and skills they will need to participate fully in the life of our culturally complex community.

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Introduction*

United States and New York State History: A Multicultural Perspective

The diversity of New York State's population is increasing—ethnically, culturally, and linguistically. Today, most classrooms include students from a variety of ethnic, cultural, religious, linguistic, and socioeconomic groups. Classrooms may also include one or more students with a disabling condition.

This diversity evinces the necessity for curricula and teaching that acknowledge, represent, and reflect children's cultures, backgrounds, and experiences, and help them to discover more about themselves and the world around them. To this end, the Board of Education of the City of New York in 1991 adopted *An Action Plan for Multicultural Education*, which serves as a framework for the development of all multicultural initiatives. Curriculum development is one of the many components of the *Action Plan for Multicultural Education*.

Multicultural education is an instructional approach designed to restructure the total school environment for the purpose of maximizing student achievement. It values the cultural diversity of our students and extends to the areas of language, gender, race, socioeconomic class, religion, sexual orientation, age, and disabling conditions. It seeks to provide students with the knowledge, skills, and attitudes required to become fully participating citizens in today's society, to promote social harmony, and to encourage students to take positive social action to effect needed change.

According to New York State Education Department guidelines, the course for grades 7 and 8, *United States and New York State History*, is a chronologically organized, two-year course of study. The two-year sequence traces the human experience in the United States from earliest times to the present, tying major political, economic, and social trends in United States history to parallel trends and time frames in New York State history. References are also made to Canada and Mexico, where relevant to the history of the United States.

This curriculum resource guide, *United States and New York State History: A Multicultural Perspective*, is based upon the New York State syllabus for grades 7 and 8, yet it often goes beyond the current State program to include more of the often neglected roles, perspectives, and contributions of a variety of cultural and ethnic groups in United States history.

One cannot understand United States and New York State history without understanding the history and culture of their major ethnic and cultural components. We must, of course, understand our immediate origins in the nation-states of Europe and in their philosophic and political roots. But we cannot understand United States history, nor many of the social and political phenomena of the present, without also understanding the African-American, the Native-American, the Latino, and the Asian experiences throughout that history, as well as all of the varied groups who have helped to shape our institutions and our sensibilities.

In planning for instruction, teachers should be diligent in selecting information and materials that promote self-esteem as well as a sense of national pride in all students. Students who are exposed to content and use materials that recognize the contributions of women and minorities will be better able to fulfill the New York State program goal of promoting respect for others. The course of study for grades 7 and 8 must respect the diversity of the people who have constituted and continue to constitute the population of the United States, New York State, and New York City.

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*Adapted in part from the *New York State Social Studies Grades 7/8 Syllabus* and other State Education Department correspondence.

This curriculum guide emphasizes certain multicultural themes: Culture/Diversity, Movements of People, Contributions, and Struggle for Equality. The selection of the materials and activities to develop these themes has been guided by the following principles:

- Historical events must be studied from a variety of cultural perspectives. A study of World War I, for example, should include its impact on women, African-Americans, and German-Americans. Where possible, the members of a particular group should be allowed to tell their group's story in their own voices.
- Historical movements are as important, and often more important, than the individuals who enact them. It is more important, for example, that students understand the impact of immigration on the United States than be able to identify the contributions of specific immigrants.
- Focus should be not only on the victimization of cultural and ethnic groups, but also on their struggle for equality. Rather than stressing the undeniable oppression, more can be gained for students' self-esteem by emphasizing these groups' struggles for equal rights, their cooperation with other ethnic and cultural groups in those struggles, and their achievements.

THE SOCIAL HISTORY APPROACH

By striving to include the histories, perspectives, and contributions of all Americans—among them, women, African-Americans, Native Americans, and ethnic minorities—the grades 7 and 8 resource guide is in consonance with the social history approach advocated in the State syllabus for grades 7 and 8.

The use of social history in the study of the past is relatively new. It is even newer as an organizing framework for secondary school curricula. The examination of a wide range of human activities with the focus on common people and everyday events captures the attention and interest of those young people who characterize the study of history as "boring" and "irrelevant." The social history approach both enlivens the teaching of history and sparks an interest in learning history. The writers of this resource guide have therefore attempted throughout to use the ten social history "post holes" identified in the State syllabus. They are:

- Life Cycles: Birth, Childhood, Adulthood, Old Age, Death
- Home and Family Living
- Schools and Education
- Labor and Work Patterns
- Political Participation
- Religion and Religious Activity
- Crime and Punishment
- Leisure and Recreation Activity
- Literature, the Arts, and Music
- Styles and Fashions

In addition to increasing student interest, a social history approach provides students with opportunities for developing content knowledge, expanding conceptual frames, and understanding the major ideas of the social sciences. The use of social history as an organizer helps students develop social studies skills such as finding, using, and presenting information; making inferences and drawing conclusions from the information; and applying information and skills to decision making, problem solving, critical thinking, and valuing.

THE COURSE OF STUDY

In accordance with the characteristics and needs of its learners, the United States and New York State History program for grades 7 and 8 builds upon the familiar. Students explore United States history by looking at the evidence of that history in their own state and local communities. Building on previous learning from grade 4, children who are now able to think forward and backward in time can consider cause and effect, explore multiple causation, and understand history in a far more comprehensive way. While students in grade 4 work with individual segments of time, students in grades 7 and 8 are better able to associate and relate historical concepts and understandings.

The course is organized into twelve units of study to be developed and explored within a two-year time frame. While the State syllabus does not specify the units to be studied in the individual grades, this New York City curriculum resource guide has designated Units

1-6 of the syllabus as the grade 7 course of study and Units 7-12 as the program for grade 8.

The course of study in grades 7 and 8 is vital to achieving the overall goals of the K-12 social studies program. The course builds on and seeks to reinforce those skills, concepts, and content understandings introduced in the K-6 program. The two-year experience in grades 7 and 8 will provide students with a solid content base in United States history, allowing the grade 11 course to do greater justice to the study of the United States in the international, political, and technological contexts. The hemispheric connections revealed by the study of United States relations with Canada and Mexico will provide students with a model for the global connections they will discover in grades 9 and 10.

How To Use This Bulletin

This curriculum bulletin is designed to assist teachers and supervisors in the implementation of the United States and New York State History course of study. The materials presented in this curriculum resource guide represent suggested approaches for teaching Units 9 and 10 of the syllabus.

Since each unit is comprehensive, it has been divided into topical learning activities, each of which relates to a particular topic within the unit and contains a focus question, teacher Background, Major Ideas, Concepts, Performance Objectives, Development, Follow-Up Activities and Worksheets. Learning activities incorporate specific multicultural content, and are headed by one or more of the following themes: Culture/Diversity, Movements of People, Contributions, and Struggle for Equality.

The focus question introducing each learning activity can serve as a lesson aim. Background is provided to give teachers an overview of the content to be presented and to explain the relationship of the topic to the overall unit, as well as to provide additional historical content not covered in the learning activity itself. The major ideas specify the major knowledge objectives to be developed, most of which are taken from the New York State Grades 7 and 8 syllabus. When Major Ideas specifically include one or more of the "fifteen overarching concepts" to be highlighted, those concepts appear in capital letters. The concepts are: CHANGE, CHOICE, CITIZENSHIP, CULTURE, DIVERSITY, EMPATHY, ENVIRONMENT, HUMAN RIGHTS, IDENTITY, INTERDEPENDENCE, JUSTICE, POLITICAL SYSTEM, POWER, SCARCITY, and TECHNOLOGY. Teachers and supervisors should know that the New York State social studies program for grades 7-12 emphasizes the development of concepts and major ideas, together with subject content, and that the Program Evaluation Test given at the end of grade 8, encompassing two years' work, will focus on these major ideas and concepts.

The Performance Objectives present the specific information and skills that students should achieve upon the completion of the learning activity. These goals should form the basis upon which lessons are developed.

In the Development section of the learning activities, a variety of suggested teaching techniques illustrate how a particular topic might be taught. They are provided to assist teachers in planning lessons, and include a variety of techniques geared to enable the teacher to achieve the Performance Objectives of that particular learning activity. Approaches include role-playing, simulations, small-group discussions, cooperative learning, brainstorming, debates, research activities, interviews, and "hands-on" experiences. At the same time, each strategy provided in this curriculum bulletin aims to promote learning by focusing on one or more skills in an area such as critical thinking, reading, writing, map interpretation, and problem solving.

Follow-Up Activities given after the Development sections list suggestions for individual student or class activities that may enhance learning and further develop students' interest in historical topics. These activities may include: class trips, correspondence, oral or written reports, and other creative projects. Teachers are encouraged to develop their own ideas for such activities, using these suggestions as models.

Worksheets contain primary sources such as photographs, documents, maps, charts, graphs, diagrams, speeches, letters, and diaries of a particular era. These materials should be used to give students opportunities to understand the value of primary sources and to evaluate their use in learning about past and present events. In short, these primary source materials can become a basis for developing critical thinking skills while assisting students in mastering the relevant factual information.

Teachers should be reminded that it is not mandated that they adopt the materials contained in this bulletin for classroom use. The learning activities are only suggested approaches for implementing the grades 7 and 8 program. The variety of materials gives teachers options from which to choose to meet the particular needs of their students. Teachers are encouraged to adapt or add specific content that develops the concepts and major ideas of the program.

Although the materials contained in this document provide the ingredients for lessons, the learning activities themselves do not constitute lesson plans, nor are they intended as substitutes for lesson plans. Teachers may, however, choose to integrate these materials and activities into their daily lesson plans.

Furthermore, this curriculum bulletin contains a variety of materials not usually found in traditional textbooks, yet it is not intended as a replacement for a textbook; rather, these are supplementary materials designed to enrich and enliven the teaching and learning process.

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Unit Nine:
The United States Between the Wars

Learning Activity 1

How did the effects of World War I shape the 1920s?

THEME

Struggle for Equality

BACKGROUND

Soldiers returning home from the war in Europe were met by crowds of flag-waving Americans all across the United States. When it came to finding a job, however, these same soldiers met with frustration. As war contracts were canceled and few orders for consumer goods took their place, factories cut wages or shut down and people were laid off. Farmers also suffered during this transition from war to peace. After the war, European farmland returned to normal production, eroding American farmers' wartime markets in Europe.

African-American veterans were particularly optimistic as they returned from the war. Because they had helped to fight for a democratic world, these veterans believed that their nation would treat them with honor upon their return. Instead, the short but intense depression of 1919 and the fierce competition for peacetime employment intensified racial tensions. The worst of a wave of race riots occurred in Chicago, where 38 people were killed, 537 injured, and a thousand African-Americans left homeless.

As the depression of 1919-20 deepened, wages fell, more people lost their jobs, and discontent swelled. To make things worse, the high cost of living rose even higher. Under such conditions, many workers joined labor unions and resorted to strikes. During 1919, the most strikebound year in United States history, some four million workers participated in more than 3,000 strikes. Although nearly all the major walkouts failed, they created for organized labor a legacy of public fear and anger.

It was widely believed that communists (called "Reds," after the colors of the victorious Bolsheviks in the Russian Revolution) and anarchists (people opposed to all forms of government) had orchestrated the labor union movement. During this period, called the "Red Scare," bombs were mailed to business and political leaders, heightening the anxiety. Consequently, radicals, union leaders, and strikers were frequently arrested. In January of 1920, for example, about 5,000 people were detained; many were immigrants who were deported to their native countries.

In this atmosphere of crisis, the American people elected Warren G. Harding in 1920 to the presidency. Disillusioned by the war and its results; tired of Woodrow Wilson's talk of America's duty to humanity; and tense from the Red Scare, Americans simply wanted a chance to pursue their own private lives without government interference. Harding promised a return to "normalcy." His landslide victory in the election led the way for the domination of politics in the 1920s by the Republican Party, which would support big business and oppose reform.

MAJOR IDEA

- World War I created a number of problems that political leaders had to address if the country was to return to normal.

CONCEPTS

- Change
- Power
- Political System

PERFORMANCE OBJECTIVES

Students will be able to:

- Analyze the reasons why United States participation in World War I left a bitter taste in the mouths of many people.
- Examine the causes for the Red Scare and its implications for people in the United States.
- Discuss the outbreak of racial violence following the end of World War I.
- Evaluate the qualities and values of the presidents of the 1920s.

DEVELOPMENT

- Distribute Worksheet 1A, "After the War." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What is Bob saying in this letter?
  - — How do you think people like Bob felt about fighting in World War I, now that it was over?
  - — What does this letter tell us about conditions in Europe after World War I?
  - — How would you respond to the last line of the letter, "Yeah, we Americans won that war for the allies. We made the difference. Now, I ask you, for what?"
  - — Based on what you read here, did those who fought in World War I have reason to be disappointed with the results?
  - — Based on what you read here, how do you think people in the United States after World War I would have reacted to getting involved in future wars?
- Distribute Worksheet 1B, "The Red Scare." Have students work in pairs to complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What do we learn from these headlines about events after World War I?
  - — If you were living in the United States at that time, what would be your reaction to these headlines?
  - — Why do you think this period of time has been called the Red Scare?
  - — To what extent were people in the United States justified in feeling threatened by a communist takeover?
  - — If you were Palmer, what possible actions might you have recommended that the president take?
  - — What should the president have done considering what appears in these headlines?
- Distribute Worksheet 1C, "Palmer's Actions." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What is Palmer saying here?
  - — What's your reaction to Palmer's speech?
  - — Why does Palmer compare the communist threat to a fire sweeping across the nation?
  - — How does Palmer justify his actions?
  - — If you were alive at the time, would you have favored or opposed Palmer's plan of action?
  - — To what extent is it justified to take away the freedom of a small group to protect the freedom of the rest?
  - — Did Palmer go too far in the actions he took against suspected communists?
- Distribute Worksheet 1D, "Racial Violence." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What information do we get from this worksheet?
  - — Why is the poster titled the "Shame of America"?
  - — Why do some historians believe that the violence directed toward African-Americans described on this worksheet could be explained by the Red Scare?
  - — Assuming you were the African-American veteran whose account appears on this worksheet, if you could speak to the gang of whites, what would you say to them?

- Divide students into groups of four. Assign parts of Worksheet 1E, "1. Warren Harding" to one group, "2. Calvin Coolidge" to another, and "3. Herbert Hoover" to a third. Follow this procedure for as many groups as exist. Have each group complete the corresponding exercise on the worksheet. Three students might role-play Harding, Coolidge, and Hoover and attempt to answer questions addressed to them by the class. Then have students explain their answers to the following questions:
  - — What do we learn about the presidents of the 1920s from these worksheets?
  - — Based on what you have read about President Warren Harding, how can you explain why he was such a popular president?
  - — What do you think President Coolidge meant when he said, "The man who builds a factory, builds a temple"? Do you agree?
  - — What did Hoover mean by the term "rugged individualism"? Do you think people in the United States today would support a candidate who favors "rugged individualism" or one who favors more government action to solve our problems?
  - — Are these presidents similar to any recent presidents? Are they different from any recent presidents? Explain your answer.
  - — What does the fact that these presidents received millions of votes tell us about life in the United States in the 1920s?
  - — Do you think that presidents shape the times in which they live or reflect the times in which they live?

FOLLOW-UP ACTIVITIES

Students can:

- Read biographies of Harding, Coolidge, and Hoover and report on some of the most interesting anecdotes or stories associated with these presidents.
- Explore Warren Harding's degree of responsibility for the scandals that marred his presidency (Teapot Dome, etc.), including his judgment in making appointments and his control over aides and advisors.

WORKSHEET 1A

After the War

The following letter was written by Bob to his friend Joe, with whom he had fought in World War I. It describes conditions immediately following the war.

January 7, 1919

Dear Joe,

How are you? Hope you are well and finally recovered from your injuries. I just came back from visiting a veterans hospital to see the guys there with all their disabilities. Gets me down whenever I think of it.

Hope things are going well back home in the States. I have been traveling all over Europe (right now I am in a small town in France) and everything's a mess here. Remember when we both left for France with all our buddies. We were full of cheer then—we were going to make the world safe for democracy! Oh yeah, we were going to fight the war to end all wars! There would be no victors and no real losers because we were so right in our fight! We really believed in all those slogans. And the songs we sang: "Over there, Over there...." It was nice then to believe in something....

And remember the letters we used to get from our families telling us of wheatless and meatless days and the other sacrifices that had to be made—all so we could beat the Germans. Imagine! They even gave up booze during those years because everyone associated beer with the Germans. Yeah, America was going sober so we could carry on our business, fulfill our duty. Did we believe in ideals back then.

But about the letter you wrote me. Yeah, I miss the good old U.S.A. You asked me how things were going here in Europe. Well it's chaos—inflation, unrest, disorder in every country I visit. Safe for democracy? Why, it doesn't look like any of these countries are safe for anything. The Germans are trying to have a democracy for the first time but there are lots of conflicts over there. The same is true of little Czechoslovakia—it's trying with its democracy, but I doubt it's going to make it. And France! Some democratic government they have—every week some government official threatens to quit! Remember how we used to think that this Great War we fought in would be the last one ever—you should see the weapons and preparations France is making for the next war. What a joke. And in Russia there's nothing but fighting as the communists over there try to wipe out their opponents... and they say they're a democracy!

I remember the headlines back then.... Yeah, we Americans won that war for the allies. We made the difference. Now I ask you, for what?

Bob

Lew Smith, *The American Dream: Teachers Handbook* (Glenview, IL: Scott Foresman, 1980), p. 201. Reprinted by permission.

EXERCISE

Pretend that you're Joe. Write a letter responding to Bob.

WORKSHEET 1B

The Red Scare

The end of the World War I brought hard times. Many workers in the United States lost their jobs when factories no longer needed to supply troops. To make matters worse, all of the returning soldiers needed jobs when they arrived home. Those workers who still had jobs expected raises that never came.

Meanwhile, in 1917, a revolution by the communists in Russia overthrew the royal family there. Many world leaders feared that the revolution would spread around the globe. The communists (called "Reds") wanted a revolution that eliminated the differences between economic classes. They believed that wealth should be shared equally by everyone, and that everyone should be considered a worker for the government, which would be run by the all people, not just the rich and powerful.

Across this country, workers' unhappiness and the debate over communism help to explain the headlines below.

1917-18	VIOLENT COMMUNIST REVOLUTION SWEEPS RUSSIA— REDS PREDICT WORLD REVOLUTION LED BY WORKERS
1919	WORKERS' STRIKES BREAK OUT ACROSS U.S.
1919	REPORTS CLAIM COMMUNISTS NUMBER 100,000 IN U.S. WITH MORE ENTERING EACH DAY AMONG IMMIGRANTS
April 9, 1919	HOUSE OF ANTI-COMMUNIST MAYOR OF SEATTLE IS BOMBED: DEVICE PLACED IN MAILBOX
April 10, 1919	BOMB BLOWS HANDS OFF GEORGIA SENATOR'S MAID—SENATOR FAVORED KEEPING REDS OUT OF U.S.
April 11, 1919	16 BOMBS ADDRESSED TO WORLD LEADERS FOUND IN NEW YORK OFFICE
May 5, 1919	U.S. ATTORNEY GENERAL PALMER'S HOUSE BOMBED— COMMIE NEWSPAPER FOUND NEAR SCENE

EXERCISE

Pretend that you are the Attorney General of the United States, A. Mitchell Palmer. Your house has just been bombed. President Wilson has just finished studying the headlines. He turns to you and says that something must be done to stop the violence committed by communists.

Column A	Column B
In this column, list all the actions you might take in response to the headlines above.	In this column, list a possible consequence for each of the actions suggested in Column A.
1.______________________________	1.______________________________
2.______________________________	2.______________________________
3.______________________________	3.______________________________

WORKSHEET 1C

Palmer's Actions

In response to the rash of violence, A. Mitchell Palmer, the United States Attorney General, announced that he had taken the following actions:

I HAVE ORGANIZED a series of nation-wide raids to capture as many suspected communists as possible. As of this date, my agents have arrested nearly 6,000 people. Most have been sent back to the countries from which they came. Those United States citizens suspected of communist activities have been handed over to the state authorities.

My information showed that there were thousands of foreigners in this country who were working with the Russians. The fire of revolution threatens to sweep over the United States. A small group of outcasts are attempting to do in this country what has been done in Russia. This would rob America of everything that it has and replace it with communism.

Every scrap of literature which the communists print talks of overthrowing our government. The whole purpose of communism appears to be the destruction of all that we cherish; these criminals want property that they have not earned, they want to take over everything regardless of anyone's rights.

EXERCISE

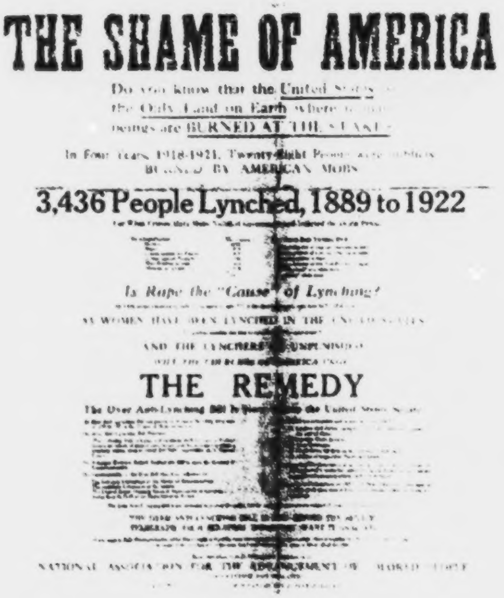
In the space below, write an editorial describing your reactions to Palmer's announcement:

Multicultural Mosaic

EDITORIAL

Racial Violence

A result of the Red Scare was that violence spread to groups besides suspected communists. The items below reveal two forms that this violence took.



THE SHAME OF AMERICA

Do you know that the United States is the Only Land on Earth where human beings are BURNED AT THE STAKE?

In Four Years, 1918-1921, Twenty-Eight People were publicly BURNED BY AMERICAN MOBS

3,436 People Lynched, 1889 to 1922

Is Rape the "Cause" of Lynching?

THE REMEDY

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

David C. King, *The United States and Its People*. (Menlo Park, CA: Addison-Wesley), p. 531. Reprinted by permission.

The black veteran and university student whose words appear below was a victim of the Chicago race riot of 1920.

> The gang started after me, shouting, 'Stop him! Stop him.' I ran in the sidewalk, someone tried to trip me, but I kept my balance. After running for blocks, I hid behind a fence and waited for hours. From time to time shots rang out, the sky grew bright from the fires which were started. I began thinking that the ten months I had spent in France fighting against the enemy had all been in vain. Most black people always suffer because of their skin color.

The Negro in Chicago, A Study on Race Relations and Race Riot. (Chicago: The Chicago Commission on Race Relations, The University of Chicago Press, 1922), pp. 481-484. Reprinted by permission.

EXERCISE

Pretend you are a citizen of the United States living in the early 1920s. Create your own poster expressing your feelings about the information contained in the worksheet.

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WORKSHEET 1E

Presidents of the 1920s

1. *Warren G. Harding*

Republican Warren G. Harding assumed the presidency in 1921, promising to return the United States to "normalcy." After two terms of Woodrow Wilson's idealism, Harding's "ordinariness," revealed in the story that follows, made him a very popular president.

Not long ago, when the first big tax bill came up, those advisers to the president who were in favor and against came to him to argue their case. He would listen for an hour to one side, become convinced; and then the other side would get him and overwhelm him with its arguments. Some good friend would walk into the White House with facts and figures to support one side, and another man whom he thought perhaps ought to know would reach him with a counter argument which would brush his friend's theory aside.

I remember he came in here late one afternoon after a long conference. He was tired and confused and heartsick, for the man really wanted to do the right and honest thing. That afternoon he stood at my desk and looked at me for a moment and began talking out loud:

"Jud," he cried, "you have a college education, haven't you? I don't know what to do or where to turn in this taxation matter. Somewhere there must be a book that tells all about it, where I could go to straighten it out in my mind. But I don't know where the book is, and maybe I couldn't read it if I found it! And there must be a man in the country somewhere who could weigh both sides and know the truth. Probably he is in some college or other. But I don't know where to find him. I don't know who he is, and I don't know how to get him. My God, but this is a hell of a place for a man like me to be!"

Adapted from *Selections from the Writings and Speeches of William Randolph Hearst* (1948), pp. 193-94

EXERCISE

List three questions you would have liked to ask Harding, based on the reading above.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

2. *Calvin Coolidge*

A portrait of Calvin Coolidge can be gained by examining the information below.

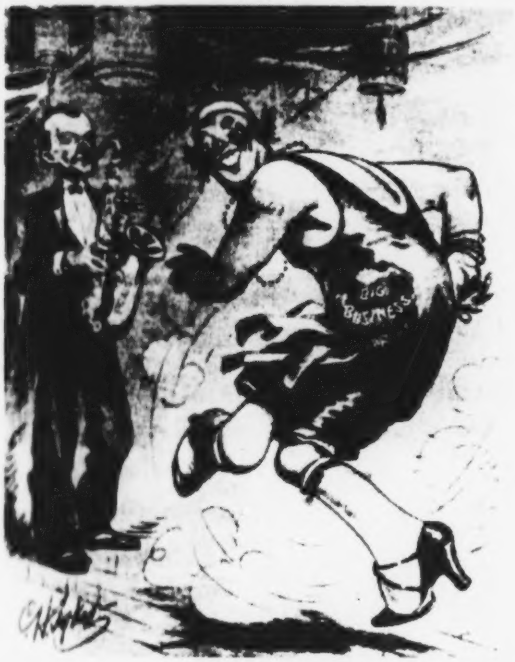
"The business of America is business."

"The man who builds a factory builds a temple."

— Calvin Coolidge

"Never before, here or anywhere else, has a government been so completely connected with business."

— *The Wall Street Journal*



Culver Pictures

"Yes, Sir, he's my baby!" sang Big Business to President Coolidge.

EXERCISE

List three questions you would have liked to ask Coolidge, based on the information above.

1. ____________________

2. ____________________

3. ____________________

3. *Herbert Hoover*

Elected president in 1928, Herbert Hoover expressed the following ideas about government.

During World War I, we turned to the government to solve every difficult problem. Now with the war over, the most important of all issues is "Should the government continue to own and operate many of the industries and businesses that it did?" I believe we made the correct decision by returning to a system of rugged individualism, that is, by allowing each person to make his or her own decisions, to permit individual freedoms and private enterprise, and our people have grown to unequaled greatness.

By following a policy in which the government keeps out of our lives as much as possible and allows freedom to the individual, we have come closer to the end of poverty and want than ever before. To invite the government to play a greater role will threaten the freedom and equality of opportunity, which our people enjoy today.

EXERCISE

List three questions you would have liked to ask Hoover, based on the reading above.

1. ______________________________

2. ______________________________

3. ______________________________

Learning Activity 2

Did the United States follow an isolationist policy during the 1920s?

BACKGROUND

The Treaty of Versailles established the terms for peace between the Allied powers and Germany at the close of World War I. Written into the treaty was the League of Nations, formed in the hope that the war's devastation would not be repeated. The United States Congress, however, declined membership in the League. Though the American public was divided on the issue of membership, the war left in its wake a ground swell of isolationist sentiment. Warren G. Harding's victory over Woodrow Wilson in the presidential campaign of 1920 signaled the nation's desire for a return to "normalcy." Wilson's brand of internationalism was rejected. The inauguration of the new president, William G. Harding, in January 1921, ushered in a new era.

Some historians have argued that the United States' refusal to join the League of Nations represented a turning point in the nation's foreign policy. They point to the government's more limited foreign policy, particularly with regard to Europe and the Eastern Hemisphere. Clearly the sacrifices and privations of World War I had turned many away from interventionism. Proponents of isolationism asserted that domestic concerns should take priority.

However, others have argued that the notion of United States isolationism during this period is, at best, an oversimplification of trends in United States foreign policy. During the 1920s the nation became entangled in a number conflicts with other nations, due mainly to the demands of an increasingly interdependent, global economy and the complexities of international politics. United States industry required raw materials and new markets for its products. Furthermore, the exportation of American capital, investment, and influence, particularly to the so-called Third World, was occurring at unprecedented rates. Naturally, concerned investors expected the government to protect and guarantee their foreign enterprises.

MAJOR IDEAS

- Shared boundaries, proximity, and economic interest are important factors in determining intervention.
- American foreign policy in the 1920s was guided by economic, geo-political factors, and the legacy of the nation's involvement in World War I.

CONCEPTS

- Interdependence
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the role of the United States in world affairs in the 1920s.
- Analyze the objective of United States foreign policy during this period.
- Assess the extent to which the United States followed an isolationist policy during the 1920s.

DEVELOPMENT

- Distribute Worksheet 2A, "1920s Foreign Policy Opinion Poll." Have students explain their opinions. Ask students to explain their answers to the following questions:
  - — How would people in the 1920s have answered these questions?
  - — How similar or different would the responses of people in the United States be today?
  - — Which of these issues was the most important for people living in the United States in the 1920s?
- Distribute Worksheet 2B, "The Role of the United States in World Affairs: 1920s." Have students explain their answers to the following questions:

- What information do you get from this worksheet about the role of the United States in world affairs during the 1920s?
- How can you explain why the United States refused to join the League of Nations and World Court?
- How would signing the Kellogg-Briand Agreement and Washington Conference affect the United States?
- Did the United States make wise decisions in these four instances?
- Does this worksheet indicate that the United States followed a isolationist foreign policy in the 1920s?

- Distribute Worksheet 2C, "An Agreement to End All Wars." After students have studied the cartoon and completed the exercise, have them explain their answers to the following questions:
  - What's happening in this cartoon?
  - What is the cartoonist saying here?
  - What does the cartoonist think of the Kellogg-Briand pact?
  - Do you think an agreement between nations to end all wars is something that could work? Explain your answer.
- Distribute Worksheet 2D, "U.S. Marines Land in Nicaragua." After students have read the selections, discussed the cartoons, and completed the exercises, have them explain their answers to the following questions:
  - What information do we get from this worksheet?
  - How can you explain United States involvement in the affairs of Nicaragua in 1927?
  - Do you agree or disagree that the United States had a right to send in the Marines to protect American interests in Nicaragua? Explain.
  - How could the information on this worksheet be used to argue that United States foreign policy in the 1920s was not "isolationist"? Explain.
- Distribute Worksheet 2E, "United States Foreign Investments in the 1920s." Have students examine the chart, and read and complete the exercise. Then have students explain their answers to the following questions:
  - What do we learn from the chart?
  - How would you compare United States investment in Mexico and Europe in each year shown on the chart?
  - How can you explain the changes between 1900 and 1931?
  - Why did the Firestone Company get involved in Liberia?
  - What factors attracted Harvey Firestone to Liberia?
  - What did Firestone tell the Congressional committee in January of 1926? Do you agree with his statement? Should the United States government protect the investments of American businesses in foreign countries? Why or why not?
  - According to the "postscript," what role did the United States government play in Firestone's entry into Liberia? Was that role justified?
  - Based on all the information in this learning activity do you think that the United States followed an isolationist policy in the 1920s?

FOLLOW-UP ACTIVITIES

Students can:

- Research the League of Nations or other international organizations devoted to keeping peace, such as the United Nations, the Organization of American States, the Pan-American Union, and the Council of Europe.
- Visit the United Nations building.
- Research the history of the Firestone Rubber Company in Liberia after 1926.
- Debate the question "Should the United States today draw back from involvement in world affairs?"
- Do a written or oral report on one of the powerful industrial figures of the 1920s, such as Harvey Firestone, Andrew Mellon, J. Pierpont Morgan, Henry Ford, or John D. Rockefeller.

WORKSHEET 2A

1920s Foreign Policy Opinion Poll

Pretend you live in the United States in the 1920s. Place a (✔) in the boxes that express your opinions regarding the four issues listed below.

Question	Yes	No
1. Should the United States join the League of Nations, an organization formed by nations joining together to prevent war?		
2. Should the United States join the World Court, which settles disputes between nations as civil court does between citizens, and whose judges would come from various countries?		
3. Should the United States raise tariffs (taxes on imported goods) to the highest rates ever, putting foreign countries at a disadvantage in order to help American business?		
4. Should the United States government protect American businesses from foreign interference in Latin American countries, where some nations have sent soldiers to take over these businesses?		

The Role of the United States in World Affairs: 1920s

☐

The Journal

UNITED STATES REFUSES TO JOIN LEAGUE OF NATIONS

"I oppose the League, because the present league strikes a deadly blow at our freedom of action, by forcing us to fight when a member nation is attacked."

—President Warren G. Harding, 1920

☐

Washington Conference

WE THE UNDERSIGNED NATIONS AGREE TO LIMIT THE BUILDING OF WARSHIPS.

Signed,
United States, Japan
France, Britain, Italy

Washington, D.C., 1922

☐

The Journal

U.S. REJECTS MEMBERSHIP IN WORLD COURT

The U.S. government will not be bound by a panel of international justices. The World Court would have permitted nations to settle differences by arguing cases before a board of judges.

1920

☐

Kellogg-Briand Agreement

THE UNDERSIGNED NATIONS DECLARE IT A COMMON POLICY OF NEVER FIGHTING AN AGGRESSIVE WAR. HENCEFORTH WE WILL GIVE UP THE USE OF WAR IN OUR DEALINGS WITH OTHER NATIONS.

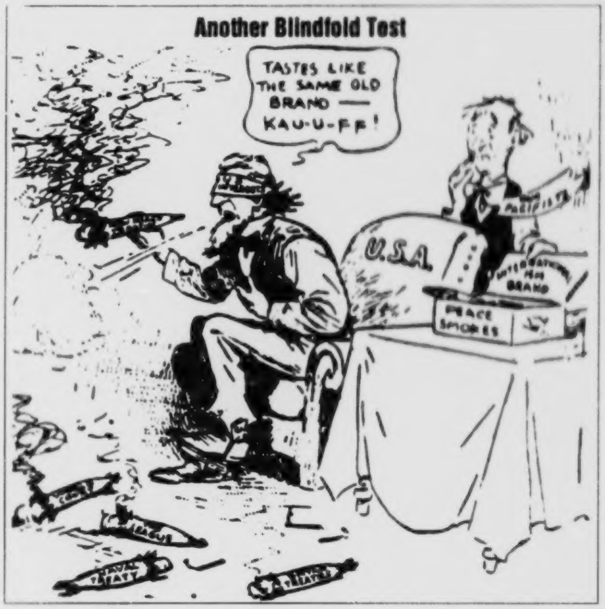
Signed,
United States, France, and
63 other nations

1928

WORKSHEET 2C

An Agreement to End All Wars

In the early 1920s, the United States and other nations failed to reach an agreement outlawing or even limiting weapons. But in 1928, the United States and 62 other nations signed the Kellogg-Briand Pact of Paris. Examine the cartoon below and complete the exercise that follows.



The Chicago Tribune, 1928

EXERCISE

Who is the figure seated in the chair? ________________________________

What does he represent? ________________________________

What is he doing? ________________________________

What is he saying? ________________________________

Who does the figure at the right represent? ________________________________

How would you describe his facial expression? ________________________________

What is the cartoon's caption? ________________________________

What do you think the caption means? ________________________________

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U.S. Marines Land in Nicaragua

American businesses had large investments in Nicaragua in 1927, when events in that nation resulted in a dispute between Mexico and the United States. Nicaragua's leader, General Chamorro, failing to win the support of his people, handed over the presidency to Adolfo Díaz rather than to Juan Bautista Sacasa, the vice president. Now Sacasa and Díaz laid claim to the presidency. Mr. Sacasa was backed by Mexico, and Mr. Díaz by the United States. The readings and cartoons below tell the story of how events unfolded.

PRESIDENT DIAZ CALLS FOR U.S INTERVENTION

Adolfo Diaz, President of the Nicaraguan Government in power here issued last night a long statement addressed "To the American and Foreign Public." He charges that Mexico has intervened in Nicaragua's affairs. He adds, "The future of Nicaragua and eventually all of Central America is at stake in the present conflict." President Diaz says he has asked for the intervention of the United States.

The New York Times, January 8, 1927

JUAN B. SACASA CLAIMS RIGHT TO GOVERN NICARAGUA

On December 23, United States Marines were landed at Rio Grande and Puerto Cabezas. Here I was notified to disarm my guard after surrounding the government building, menacing the same with cannon ashore by the ships Denver and Cleveland. My government remains here disarmed in order to signify by its presence its right and possession.

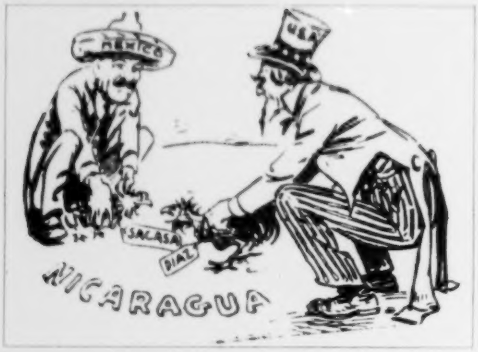
The New York Times, January 10, 1927

U.S. UNDER SECRETARY OF STATE ROBERT OLDS SPEAKS OUT ON THE NICARAGUAN CRISIS

This government has what may be called a Caribbean policy. Geography cannot be ignored. The Central American area down to and including the Isthmus of Panama constitutes a legitimate sphere of influence for the United States, if we are to have due regard for our own safety and protection. The Panama Canal is a vital asset, and control of the only other possible water route between the Atlantic and the Pacific, through Nicaragua, is equally vital to our national interests.

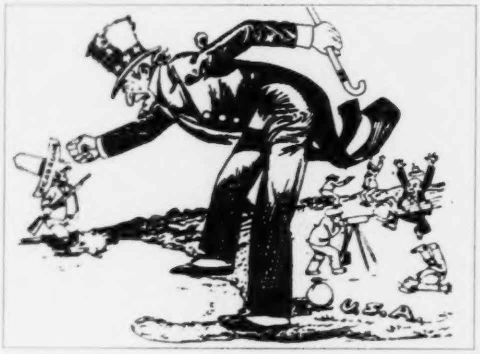
United States National Archives, Record Group 59, 817.00/585. January 2, 1927.

Cartoon A



That Central American Rooster Fight

Cartoon B



How dare you endanger our lives and property?

Cartoons: *Literary Digest*, January 29, 1927 (New York: Funk & Wagnalls), p. 10.

EXERCISE 1

Place the following events of the Nicaraguan crisis in the order in which they occurred, with number one being the event that happened first, etc.

____ Sacasa and Díaz both claim presidency of Nicaragua.

____ The U.S. builds the Panama Canal; American businesses make large investments in Nicaragua.

____ Adolfo Díaz asks the United States to intervene in Nicaragua's civil war.

____ Mexico decides to support Sacasa; the United States supports Díaz.

____ United States Marines land in Nicaragua.

EXERCISE 2

Base your answers to the following questions on the cartoons:

What is happening in Cartoon A? ________________________________

____

What is the cartoonist saying about the Nicaraguan conflict? ____________

____

What is happening in Cartoon B? ________________________________

____

What is the cartoonist saying? ________________________________

____

United States Foreign Investment in the 1920s

United States investments in other countries grew in the 1920s. The nation's businesses needed raw materials from many parts of the world to make finished products. Also, larger foreign markets were needed in which to sell American products.

1. U.S. Business Investments

Area/Country	1900	1920	1931
Mexico	$185,000,000	$ 800,000,000	$1,325,000,000
Canada	150,000,000	1,450,000,000	4,436,011,000
Cuba	50,000,000	515,000,000	1,530,000,000
Other Latin American Countries	55,000,000	650,000,000	5,722,000,000
Europe	10,000,000	470,000,000	5,607,332,000
Asia	7,500,000	Not available	1,485,831,000

2. Harvey Firestone explains how his company came to invest millions in Liberia, Africa:

Great Britain controls more than 77 percent of the world's output of rubber. This control of production may easily be translated into control of price. In 1922, the Firestone Company paid as little as 15 cents per pound. In 1925, we paid as high as $1.23. What is more, we are threatened with an actual shortage of rubber. But with our tremendous automobile production, which is putting motor cars into every part of the globe, our demand for rubber will exceed the supply unless more rubber is planted.

I saw that some years back, but I could get no support. Three years ago it seemed necessary to go ahead with or without support. Congress made an appropriation of $500,000 to investigate sources of supply, and I also began an investigation of my own, sending experienced men through the world.

In December 1923, my attention was called to the country of Liberia on the West Coast of Africa. I sent a representative to Liberia , where he found a 2,000-acre plantation planted in 1910 with Hevea trees, which are the best producing species and used throughout the East. Although this plantation had received no attention for several years, our representative tapped the trees and found the flow of the latex equal to or better than that of the Far East.

In April 1924, he, accompanied by two experienced rubber planters, returned to Liberia to make a thorough survey. They explored hundreds of miles into the interior to determine the topography and suitability of the country for rubber growing and also to find out about the availability and condition of the labor. It is estimated that there are 2,000,000 natives in Liberia. They found the native population to be of a healthy and vigorous type and apparently willing workers. He took over the 2,000-acre plantation, cleared the undergrowth, and began tapping. In a few months, he had confirmed our preliminary reports as to the possibilities of the economical production of rubber. With this expedition I also sent a representative to Liberia to confer with the Liberian government as to an agreement to take over lands for rubber planting on a large scale.

Then I appeared before the Committee of Interstate and Foreign Commerce of the House of Representatives and I said, in part, on January 15, 1926:

"It is my opinion that if America is to attain any degree of independence in its source of supply of rubber as well as other materials, which are now in the hands of foreign monopoly, our government must give proper encouragement to business and must assure the industries interested that it will lend its utmost assistance in protecting our investments. This particularly applies to rubber, for it is necessary to make a large capital investment.

"The proper solution of the problem is the investment of American capital on a large scale in plantations for rubber production. These investments must largely be made in foreign countries, at great distances and in large amounts. It is an industry of large figures. This is illustrated by the fact that latest figures available indicate the investment by British investors of the huge sum of $500,000,000 in the rubber-producing industry. The American people will make the necessary investments of the capital in these far-off countries only if they feel assured of the sympathetic support of their own government, and in my opinion our government should do everything within its power, consistent with its foreign policies, to encourage such investments."

Adapted from Harvey S. Firestone, *Men and Rubber: The Story of Business* (New York: Doubleday, Page & Co., 1926), pp. 255-264.

POSTSCRIPT

In 1926, the government of Liberia granted the Firestone Plantations Company a 99-year lease for 1,000,000 acres of land. At the same time, Harvey Firestone arranged for an American loan to Liberia, which would enable that nation to pay its debts to European creditors, as well as make internal improvements in the country. The loan agreement stipulated that if any disagreements arose between the American creditors and Liberia, the United States Department of State would be the final judge. Under these conditions, the Firestone Company entered Liberia in 1926.

EXERCISE

Pretend that you are a citizen of the United States in 1926. Write a letter to your congressman, explaining your opinion of the U.S. government's role in the Firestone Company's entry into Liberia.

1926

Dear Representative:

I support/oppose the United states government's role in the Firestone Company's entry into Liberia for the following reasons:

____

____

____

____

____

UNIT NINE: THE UNITED STATES BETWEEN THE WARS

Learning Activity 3

Why was there a growth in racial and ethnic intolerance during the 1920s?

THEMES

Movements of People; Struggle for Equality

BACKGROUND

By 1920, most Americans realized that the Red Scare and the Palmer Raids were a greater threat to civil liberties than were the communists. Hostility toward African-Americans and certain immigrant groups, however, persisted.

In 1921 and 1924, Congress passed legislation limiting the number of immigrants from each nation to two percent of the number of foreign-born residents of that nationality who lived in the United States in 1890. Since most southern and eastern European immigrants came after 1890, the new legislation clearly discriminated against Russians, Italians, Greeks, Jews, and other Slavic and Mediterranean groups. The Exclusion Act had already limited Chinese immigration.

Many nativists who supported these laws subscribed to pseudo-scientific theories of a racial hierarchy. They considered people from the south and east of Europe to be of "inferior racial stock," and believed these cultures to be alien to the customs that most United States citizens were familiar with and the traditions that they supposed the nation was founded upon. Restrictions on immigration into the United States from these places would therefore prevent the "contamination" of American culture and values.

Many factors contributed to the rise of bigotry, racism, and social intolerance during the 1920s. Wartime propaganda had encouraged cultural generalizations; these ideas continued to spread unabated in the post-war period. Xenophobia grew as immigrants flooded a job market already filled with returning veterans. After the Red Scare there occurred a resurgence of the Ku Klux Klan and like-minded organizations with divisive philosophies of racial hatred, anti-Semitism, and anti-Catholicism.

In 1920, public attention focused on hostile attitudes toward immigrants with the Sacco and Vanzetti case, which involved two Italian immigrants. Nicola Sacco and Bartolomeo Vanzetti were accused of robbing a shoe factory and killing its paymaster and a guard. Despite a weak case against the men, a jury found them guilty of murder, and they were executed. On the fiftieth anniversary of their deaths in 1977, Sacco and Vanzetti were pardoned.

Meanwhile, immigrants to the United States from all over the world struggled to build a life in their new country. Some estimates number the Arab-Americans living in the United States in the 1920s at over 200,000. Many were merchants; some were Islamic, some Christians. They often faced bigotry as they adjusted to life in the United States. During this period, Japanese immigrants also came to the United States, where they, too, met frequently with bigotry and exclusion.

Anti-Semitism also grew during this period. The thirty years prior to the first world war saw the first major influx of Jews into the country. At the same time, the writings of Karl Marx, a Jew, were generally considered to have generated the disruptive labor, communist, and anarchist movements; these and other threatening radical activities were thus linked in the popular mind to Jewish conspiracy theories, prevalent in Europe in recent decades.

Mexicans and Puerto Ricans came to the United States in the 1920s. Many Mexicans moved north to work as agricultural laborers in the Southwest; large numbers also flowed into growing Western cities. Puerto Ricans also headed to American cities in the 1920s, mostly to New York City, where they faced bigotry and discrimination.

MAJOR IDEAS

- The 1920s witnessed major technical and social changes, which brought about shifts in the places people lived and the ways they behaved, and in turn resulted in conflicts between new and old values.
- Immigration of large numbers of people created conflicts between new and old values.
- Many factors—economic, political, ideological—contributed to the rise of bigotry, racism, and social intolerance during the 1920s.

CONCEPTS

- Change
- Citizenship
- Diversity
- Human Rights

PERFORMANCE OBJECTIVES

Students will be able to:

- Analyze the effects of quotas established in 1924 on a variety of ethnic groups that were immigrating to the United States.
- Discuss the pros and cons of restrictions on immigration.
- Analyze factors behind the rise of prejudice, racism, and bigotry in the 1920s.
- Compare the prejudice and bigotry of the era with the traditional democratic ideals of the United States.

DEVELOPMENT

- Distribute Worksheet 3A, "United States Immigration Quotas of 1924." After students have completed the exercises, have them explain their answers to the following questions:
  - — What information do we get from studying this worksheet?
  - — How did the passage of this act change the kinds of immigrants admitted into the United States?
  - — Why do you think Congress passed this immigration law?
  - — What is your reaction to this law?
- Have students take the role of senators for and against this law, and debate its passage.
- Distribute Worksheet 3B, "Against Immigration." Have students complete the exercise and explain their answers to the following questions:
  - — What kinds of phrases did the authors of the statements use to describe immigrants?
  - — What do these phrases tell you about how they thought of immigrants?
  - — Why do you think they felt that way?
  - — What is your reaction to these statements?
  - — If you were debating these people, what arguments might you use?
  - — Do you think these sorts of attitudes exist today? Why?
- Distribute Worksheet 3C, "Sacco and Vanzetti." Divide students into groups of four. Have each student in the group read a different one of the four eyewitness accounts and work with the other group members to complete the chart. Then have students explain their answers to the following questions:
  - — What do we learn about the Sacco and Vanzetti case from this worksheet?
  - — What are the similarities among the eyewitness accounts?
  - — What are the major differences among the eyewitness accounts?
  - — Did these eyewitnesses provide enough evidence to convict Sacco and Vanzetti?
  - — The judge in the case told a friend that he was "bound to convict these men because they were Reds." What is your reaction to this comment? To what extent does this comment indicate that Sacco and Vanzetti did not receive a fair trial?
  - — Eventually, Sacco and Vanzetti were convicted of murder and executed. What is your reaction to the verdict and the sentence? Some people believe that the guilty verdict resulted from prejudice against Sacco and Vanzetti

because they were Italians. Do you think that prejudice can influence the verdict in a jury trial? Could something like this happen today?

- Distribute Worksheet 3D, "The Ku Klux Klan." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What is this Klan leader saying?
  - — Which groups would be most willing to hear the Klan message?
  - — How would you react to hearing this speech?
  - — How can you explain the Klan program being able to attract almost five million members?
  - — How effective would the Klan be today in attracting members using such a message?
  - — If you were debating this Klan leader, how would you argue with him?
- Divide the class into groups of four. Distribute Worksheet 3E, "Arab-Americans in the United States During the 1920s," Worksheet 3F, "Japanese Immigrants in the United States During the 1920s," Worksheet 3G, "Anti-Semitism in the United States During the 1920s," and Worksheet 3H, "Puerto Rican Migrants During the 1920s" to each group. Have each student read and complete the exercise on one worksheet, then share the information with the rest of the group. Then have them explain their answers to the following questions:
  - — What information do we get from these worksheets?
  - — What do these worksheets tell us about the United States in the 1920s?
  - — How can you explain the stories about bigotry that you read?
  - — Can people in the United States today make the same charges?
  - — If you were a member of the groups in these stories, what would you have done when faced with bigotry?
  - — Do you think that a hundred years from today there will be less racial, ethnic, and religious prejudice in the United States? Why or why not?

FOLLOW-UP ACTIVITIES

Students can:

- Report on the recent immigration legislation and discuss its effects on various groups (ethnic, nationals) entering the United States.
- Contrast the Bill of Rights with the philosophies of the Ku Klux Klan.
- Interview an adult who has experienced prejudice, bigotry, or discrimination and find out how this person responded to it, and why they think it happened.
- Take a field trip to the recently renovated Ellis Island Immigration Museum to gain a richer understanding of immigration to the United States.
- Debate the question "Should immigration into the United States be restricted?"
- Collect newspaper articles on people attempting to come to the United States (e.g., Dominicans, Chinese, Koreans, Vietnamese, Cubans, Eastern Europeans, West Indians, and Haitians) and compare the reasons why these would-be immigrants want to come to the United States with the reasons of immigrants in the early part of the twentieth century.

WORKSHEET 3A

United States Immigration Quotas of 1924

In 1924, Congress passed the Johnson-Reed Act to restrict immigration into the United States. The table below shows how the new act affected immigration. After reading the act and studying the table, complete the exercises that follow:

The Johnson-Reed Act

THE NUMBER of new immigrants from each foreign nation shall be limited to a total of 2 percent of the number of people from that nation who lived in the United States in the year 1890.

National Origins of Past and Prospective Immigrants	Foreign-Born Population in U.S. by Country of Birth in 1890	To Be Admitted as Immigrants Under Quotas of 1924
England	909,092	18,182
Ireland	1,871,509	37,430
Sweden	478,041	9,561
France	113,174	2,263
Germany	2,784,894	( )
Poland	147,577	2,951
Austria	241,377	4,828
Russia (including Baltic States and Finland)	182,684	( )
Greece	1,887	38
Italy	182,580	( )
Spain	6,185	124
Portugal	15,996	320

Source: U.S. Bureau of the Census

EXERCISE 1

Write your answers to the following questions in the spaces provided below.

1. What was the foreign-born population for each nationality in 1890?

   England ____________ Italy __________ Austria ____________

2. Under the new quotas, how many immigrants were admitted every year from each country:

   Russia ____________ Greece ____________ Spain ____________

3. What were the 1924 quotas for:

   Germany ____________ Italy __________ Russia ____________

   (HINT: To calculate 2 percent [2%] of a number, multiply the number by .02.)

EXERCISE 2

Imagine that you are a member of Congress and the year is 1924. In a few days you will be required to vote on the new immigration legislation that will limit the number of people coming to the United States. The law only allows a tiny number of people from eastern and southern Europe, and Chinese will continue to be excluded from entering the United States. Not only will you be asked to vote, you must also give reasons for your decision. Remember, there are people from your state who want you to vote no and people who want you to vote yes. What will you do? Cast your vote by putting a check in the appropriate space.

☐ Yes, I am in favor of limiting the number of new immigrants to the United States.

☐ No, I am against limiting the number of new immigrants to the United States.

Give at least three reasons why you made your decision.

1. ____

   ____

2. ____

   ____

3. ____

   ____

WORKSHEET 3B

Against Immigration

Below are the comments of important United States citizens speaking over a period of about 30 years on immigration to the country. Read them and then complete the exercise that follows.

> The Italians, Russians, Poles, Hungarians, Greeks, and Asiatics are those with which the English-speaking people have never assimilated and who are most different from the people of the United States. Statistics show that the change in the race character of our immigrants from people coming from northern and western to people from southern and eastern Europe has been accompanied by a decline in its quality.
>
> — Henry Cabot Lodge, Senator
> (speaking before the U.S. Congress)

> Further unrestricted immigration will flood the country with human parasites [who live off other people] and produce a hybrid [mixed] race of good-for-nothings.
>
> — Kenneth Roberts, writer

> Northern Europeans possess a natural superiority over Mediterranean peoples. The inferior folk of the new immigration will pollute the Northern European stock.
>
> — Madison Grant, Chairman of the New York Zoological Society and author of *The Passing of a Great Race*

EXERCISE

Pretend that you are an opponent of the Quota Act of 1924 engaged in debate with the men who made the statements above. Write one argument that you would make in response to each man's position.

To Henry Cabot Lodge: ____

____

To Kenneth Roberts: ____

____

To Madison Grant: ____

____

Sacco and Vanzetti

In April of 1920, armed bandits stole a shoe factory payroll in South Braintree, Massachusetts. The robbers killed a guard and the paymaster. Several weeks later, Nicola Sacco and Bartolomeo Vanzetti, two Italian immigrants, were arrested. Both men were anarchists (in favor of doing away with all forms of government). Neither spoke English well. They said they were carrying guns because they had heard that other anarchists had been beaten and they needed to protect themselves. Four eyewitnesses to the shooting gave the following testimony. Have each member of your group read a different witness's testimony. Then work together to fill in the chart that follows.

WITNESS #1

"The man who did the shooting was kind of a short man, he had black hair, he was bareheaded, and I would say that he weighed probably 140 pounds. He had a gray shirt on. His hair was blowed back, and he needed a shave." Asked if Sacco was the man, Witness #1 said, "Well, I ain't sure now. I have a little doubt. Well, my best judgment is this: If I have a doubt, I don't think he is the man."

WITNESS #2

"The man who did the shooting had a dark green pair of pants and an army shirt tucked up. He had wavy-hair pushed back, very strong, wiry hair, very dark. Dark complexion. I wouldn't say Sacco is the man, but he is the dead image of the man I seen."

WITNESS #3

"The men who did the shooting was dressed in sort of dark clothes with caps, dark caps. I should say they was fellows of medium build, fellows not quite so heavy as I am. Why, they appeared to be foreigners. Well, I should call them Italians." Asked whether he had seen the bandits again, Witness #3 said, "I don't know as I have seen any of the men implicated in the shooting, no sir."

WITNESS #4

"The one was dressed with an army shirt on him and I did not notice exactly what the other was. They had something on their heads. Both of them seemed to be pretty well light complexioned fellows." Asked if he could identify the men, Witness #4 said he could not.

Adapted from Osmond K. Traenkel, *The Sacco-Vanzetti Case.* (Birmingham, AL: The Notable Trials Library, 1990)

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EXERCISE

Based on the information presented by the members of your group, complete the chart below:

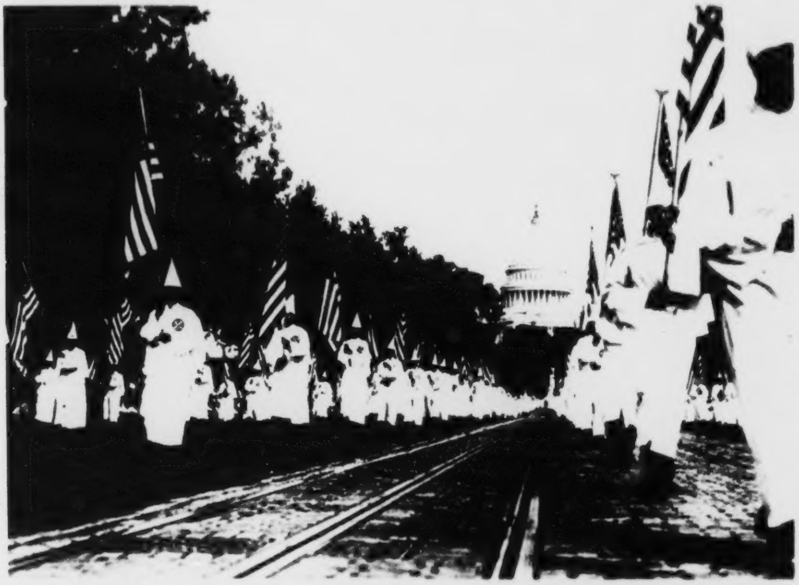
Witness	Description of shooter
#1	
#2	
#3	
#4	

WORKSHEET 3D

The Ku Klux Klan

The Ku Klux Klan (KKK) is a secret organization of people who believe that white Protestant people are superior to all others. It originated in Tennessee after the Civil War as a group of ex-Confederate soldiers. It was disbanded in the early 1870s, but was revived in 1915 as a nationwide terrorist organization. It attacked African-Americans, Catholics, Jews, and foreign immigrants, and opposed birth control, pacifism, and the repeal of Prohibition. During the early 1920s membership in the Ku Klux Klan reached an estimated four and a half million people. The head of the Klan, called the Imperial Wizard, wrote the following article. After reading it, study the photograph, and complete the exercise that follows:

> WE ARE A MOVEMENT of the plain people. We are demanding a return of power to the average American citizen of the old stock. The Klan represents the Nordic race [people from Northern Europe], which with all its faults has given the world almost the whole of modern civilization.
>
> Today, in the United States, the true Nordic American finds himself a stranger in his own country, surrounded by people from foreign lands and people of different races. The Klan believes we must build an America which honors the heroism of the men who made the nation. Such an America will be built on three principles in which every Klansman believes:
>
> 1. The first important idea is "America for Americans." By this we mean we are opposed to race-mixing. The Jews are a complex problem. The Jew refuses to give up his ways and become a true American. As for other immigrants, they will receive no permanent welcome unless they become truly American.
> 2. The second important word for the Klansman is "white." The Klan considers the black man a special duty and problem of the white American. He is among us through no wish of his own. However, we will not allow him to gain control of our civilization, nor will we promise him equality. The Klan looks forward to the day when every state will enforce a law making sex relations between a white person and a colored person a crime.
> 3. The third of the Klan principles is that Protestantism must be supreme. The Catholics with their Italian Pope in Rome shall not rule America. Only Protestantism allows for the development of the individual. Our pioneers were all Protestants except for an occasional Irish Roman Catholic—who was Protestant by nature, if not by religion. The Roman Catholic Church is just what it says: Roman.



Bettman Archives

The Ku Klux Klan demonstrates its strength in 1925 by staging a 40,000-man parade down Pennsylvania Avenue in Washington.

EXERCISE

Pretend that you are living in the United States in the 1920s and you have just read of the Ku Klux Klan's program and its parade in Washington, D.C. Write a letter to the editor of your local newspaper in which you express your opinion of the Klan.

Dear Editor:

I have just read about the Ku Klux Klan's program and recent parade in Washington, D.C. First of all, I think that the Klan ____________________

____

____

____

In addition, I think that ______________________________________

____

____

____

Sincerely,

WORKSHEET 3E

Arab-Americans in the United States During the 1920s

Hundreds of thousands of Syrians and Lebanese lived in the United States during the 1920s. Many were merchants who opened businesses in different parts of the country. Many of these Arab-Americans were Islamic, yet many were Christians. In the selection below, Nazha H., a Syrian-American, talks about the prejudice Syrians experienced in the United States. After you have read the paragraph and studied the photograph, complete the exercise that follows.

Interior of Syrian-owned grocery store in the late 1920s. Arab-American Media Society

> The American people look down on foreigners. They had specific names for other ethnic groups but not for the Syrians. My mother was fair-skinned and dressed like other Americans. She and I would take a walk on Saturday night to the front of the courthouse in Fort Wayne, Indiana, where there would be band concerts. My mother liked to listen to them. Somehow, we were always spotted and called names by people who mistook us for Italians, Spanish, Portuguese, or Jews. Apparently, they didn't know we were Arabs.

Adapted from *Becoming American – The Early Arab Immigration Experience* by Alixa Naff (Carbondale, IL: Southern Illinois University Press, 1988), p. 249. Reprinted by permission

EXERCISE

Bigotry and prejudice can take different forms. In the space below, identify the form that bigotry took against Arab-Americans as reflected in the reading above.

WORKSHEET 3F

Japanese Immigrants in the United States During the 1920s

In the 1920s, Japanese-Americans faced a great deal of prejudice and racism. The federal government passed laws that limited the number of Japanese entering the United States and some state governments passed laws that limited what they could own. The two statements below appeared in newspapers in the United States in 1924. After you have studied the statements and photograph below, complete the exercise that follows:

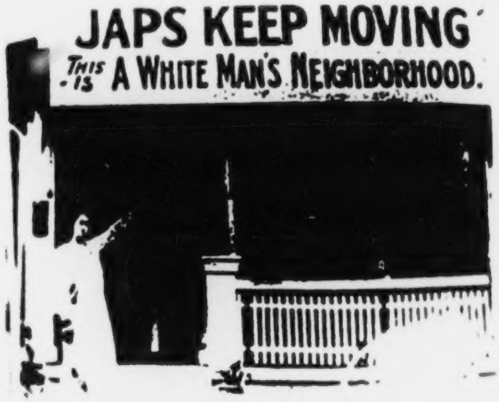


Photo: Visual Communications, Los Angeles

A sign in California in the early twentieth century.

The industry, ability, and thrift of the Japanese have put many American farmers and small tradesmen out of business. Do we want that to continue? Do we want Japan to dictate to us what laws we shall pass for the protection and benefit of Americans?

— *Chicago Tribune*

There are strong economic and racial reasons why they should be barred. The crux of this matter is that the United States, like Canada and Australia, must be kept a white man's country.

— *Cincinnati Enquirer*

EXERCISE

Bigotry and prejudice can take different forms. In the space below, identify the form that bigotry took against Japanese-Americans, as reflected in the reading above.

Anti-Semitism in the United States During the 1920s

The following letter asking for advice was written to a Jewish newspaper during the early part of this century.

> Dear Editor,
> I am 18 years old and a machinist by trade. During the past year I have suffered a great deal, just because I am Jewish. I worked in a shop in a small town in New Jersey, with 20 gentiles [non-Jews]. There was one other Jewish worker besides me and both of us suffered the greatest hardships. We were insulted and even beaten up.
>
> After that I went to work in Brooklyn. As soon as they found out that I was Jewish, my co-workers began to torment me so that I had to leave.
>
> I have already worked at many places and I either have to quit or they fire me because I am Jewish. Now I am working at a new job for three months, but my co-workers are beginning to harass me again. What should I do?
>
> Signed,
> E. H.

EXERCISE

Bigotry and prejudice can take different forms. In the space below, identify the form that bigotry took against Jewish Americans, as reflected in the reading above.

____

____

____

Puerto Rican Migrants During the 1920s

Jesus Colón, born in Puerto Rico, immigrated to the United States around 1916. His early experiences working to support himself at odd jobs became the source of many of the essays in his book on New York. Read the excerpt below and complete the exercise that follows.

SOMETIMES I PASS Debevoise Place at the corner of Willoughby Street. I look at the old wooden house, gray and ancient, the house where I used to live some forty years ago.

My room was on the second floor at the corner. On hot summer nights I would sit at the window reading by the electric light from the street lamp that was almost at a level with the window sill.

My books were in a soap box nailed to the wall. But my most prized possession in those days was a poem I had bought in a five-and-ten cent store on Fulton Street.

I was seventeen. This poem to me then seemed to summarize the wisdom of all the sages that ever lived in one poetical nutshell.

The poem had to have the most prominent place in the room. Where could I hang it? I decided that the best place for the poem was the wall right by the entrance to the room. No one coming in and out would miss it. Perhaps someone would be interested enough to read it and drink the profound waters of its message.

In the subways I loved to compete with the shrill noises of the many wheels below by chanting the lines of the poem:

> If you can keep your head when all about you
> Are losing theirs and blaming it on you…
>
> If you can wait and not be tired by waiting
> Or being hated don't give way to hating…

The poem is called "If," and it was written by Rudyard Kipling. When I was seventeen, it was my evening prayer and my first morning thought.

I would visit the government employment office on Jay Street. The conversations among the Puerto Ricans on the large wooden benches in the employment offices were always on the same subject. How to find a decent place to live. How they would not rent to Negroes or Puerto Ricans. How Negroes and Puerto Ricans were given the pink slips first at work.

From the employment office I would call door to door at the piers, factories, and storage houses in the streets under the Brooklyn and Manhattan bridges. "Sorry, nothing today." It seemed to me that "today" was a continuation and combination of all the yesterdays, todays, and tomorrows.

From the factories I would go to the restaurants looking for a job as a porter or dishwasher. At least I would eat and be warm in a kitchen.

"Sorry…." "Sorry…."

Sometimes I was hired at ten dollars a week, ten hours a day including Sundays and holidays. One day off during the week. My work was that of three men: dishwasher, porter, busboy. And to clear the sidewalk of snow and slush "when you have nothing else to do." I was to be appropriately humble and grateful not only to the owner but to everybody else in the place. If I rebelled at insults or just the inhuman amount of work, I was thrown out and told to come "next week for your pay." "Next week" meant weeks of calling for the few dollars owed me.

The weeks of unemployment and hard knocks turned into months. I continued to find two or three days of work here and there.

One night I returned late after a long day of looking for work. I was hungry. My room was dark and cold. I wanted to warm my numb body. I lit a match and began looking for some scraps of wood and pieces of paper to start a fire. I searched all over the floor. No wood, no paper. As I stood up, the glimmering flicker of the dying match was reflected in the glass surface of the framed poem. I unhooked the poem from the wall. I reflected for a minute, a minute that felt like an eternity. I took the frame apart, placing the square glass upon the small table. I tore the gold paper on which the poem was printed, threw its pieces inside the stove and placed the small bits of wood from the frame on top of the paper. I lit it, adding soft and hard coal as the fire began to gain strength and brightness.

I watched how the lines of the poem withered into ashes inside the small stove.

Adapted from "Kipling and I" in *A Puerto Rican in New York* by Jesus Colón (New York: Mainstream, 1961)

EXERCISE

Bigotry and prejudice can take different forms. In the space below, identify the form that bigotry took against Puerto Ricans, as reflected in the reading above.

Learning Activity 4

How did the growth of industry and the development of the automobile change life in the United States during the 1920s?

THEMES

Contributions; Movements of People

BACKGROUND

After the short depression of 1919, industry and business grew rapidly in the United States, fueled by new technological developments. Chief among these were the harnessing of electricity for manufacturing and lighting, and the development of the assembly line. These and other new technologies rapidly changed the values, ideals, economic models, and pace of everyday life.

Thomas Edison built the first electrical power plant in New York City in 1882. The direct current it produced, however, could only be transmitted short distances, limiting its usefulness. In the 1890s, George Westinghouse improved on Edison ideas with an alternating current that could be sent farther distances. The switch to alternating current broadened the uses of electricity and revolutionized American society. Not only would electricity soon change the American home, it would transform American industry.

By the 1920s, the use of electrically powered machines in industry speeded up the moving assembly line that had been perfected by Henry Ford for the manufacture of automobiles. After World War I, Ford's mass produced automobiles became part of the American landscape. The effects of the automobile were far-reaching. The automobile industry created thousands of jobs in automotive factories, in addition to creating and helping to expand subsidiary industries such as glass and rubber. As a result, many people, especially African-Americans from the South, traveled to Detroit and other northern industrial cities in search of employment.

The automobile revolutionized transportation, drastically reducing travel time. Remote areas of the country became much more accessible and people enjoyed a freedom of movement they had never known before. Because the car enabled people to live farther away from their places of employment, increasing numbers of people began to live outside the cities and commute daily into work. This incipient suburbanization of the 1920s actually had begun earlier when commuter rail lines linked jobs in the cities with suburbanized bedroom communities.

As highways began to criss-cross the nation, the trucking industry, which could provide more direct shipping routes, gradually began to replace railroads as the chief means by which goods, particularly perishable foods and other regional products, were delivered, transforming the economies of many geographical areas. New service industries, such as roadside restaurants, motels, drive-in movies, and service stations, developed. In addition, roads, tunnels, and bridges had to be built, and increasing quantities of oil had to be discovered, refined, and delivered. This gave rise to new occupations, a new distribution of wealth, and a faster-paced, more geographically and socially mobile society.

The car's impact on families was widely debated. Some supporters claimed that the automobile promoted family togetherness with evening rides and weekend trips. Critics, however, complained about arguments between parents and teenagers over the use of the family car. They worried too that an apparent decline in church attendance resulted from all-day Sunday outings. Critics also claimed that the automobile gave teenagers too much freedom and privacy and would lead to a decline in morals.

As Chrysler, Dodge, and Chevrolet joined Ford in the big business of selling cars, the automobile manufacturers began to rely heavily on advertising to win customers. Other industries soon joined in, creating an Age of Advertising. Manufacturers needed to convince Americans who had been raised to value thrift that spending for the present was preferable to saving for the future. Jingles spilled from the newly invented radio, and print ads filled the pages of newspapers and magazines—coming for the first time into private homes and appealing to people's deepest needs and anxieties. Deodorant manufacturers, for example, warned of terrible social consequences if their products were not used faithfully. As a result, American consumerism, or materialism, began to take hold in the 1920s.

MAJOR IDEAS

- The growth of business and industry, including changes in the methods of production and increased consumption, transformed the nature of work in the 1920s.
- The growth of the automobile industry changed other American industries and the way people in the United States lived.
- Economic growth created more middle-class occupations, thereby creating and reinforcing middle-class values.

CONCEPTS

- Change
- Culture
- Technology

PERFORMANCE OBJECTIVES

Students will be able to:

- Discuss the growth of business and industry and its impact on everyday life in the United States during the 1920s.
- Describe how economic growth and the mass production of new inventions improved the standard of living of most people in the nation.
- Compare the benefits and costs of the development and widespread use of the automobile.
- Assess the impact of the "Age of Advertising" on life in the United States.

DEVELOPMENT

- Distribute Worksheet 4A, "Art and Industry." Have students examine the three pictures, complete the exercise, and answer the following questions:
  - — What do you see in each picture?
  - — In Picture 1, what is the artist suggesting about the impact of industry on small town America?
  - — In Picture 2, what is the artist saying about the role of workers in an industrial society?
  - — In Picture 3, what is the artist saying about the impact of industry on New York City in the 1920s?
  - — How do these paintings make you feel about industrialization?
  - — Has industrialization been more of a blessing than a curse?
- Distribute Worksheet 4B, "1920s Changes." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What do we learn from this worksheet?
  - — How would you compare the United States in 1920 and 1929 based on this worksheet?
  - — What would it have been like to live in a typical American household in the year 1920? In what ways do you think it differed from life in the United States today?
  - — What do you think were the most significant changes that occurred in the 1920s?
  - — To what degree do you think people living in the United States in 1920 were better off than people living in 1929?
- Distribute Worksheet 4C, "The Assembly Line." Have students read the worksheet and explain their answers to the following questions:
  - — What do we learn about the assembly line from this worksheet?
  - — How would you compare the assembly line with previous methods of production?
  - — How did the assembly line make possible the growth of industry in the United States?
  - — If you were a factory worker during this time, how do you think you would feel about working on an assembly line? Explain.

- Distribute Worksheet 4D, "Effects of the Automobile." Have students complete the exercise and explain their answers to the following questions:
  - — What do we learn from this reading?
  - — How does this reading explain how the automobile changed the lives of people in the 1920s?
  - — Can you think of any additional ways, besides those suggested in the reading, in which the automobile has had an impact on the United States and life in the United States?
  - — How would your life be different if your family did (or did not) own a car?
  - — How has the automobile made life better for people living in the United States? How has it made life worse?
  - — Would we be better off if the automobile were never invented?
- Distribute Worksheet 4E, "The Man Who Stopped Traffic." Have students read the account and complete the exercise at the end. Then have them explain their answers to the following questions:
  - — What do we learn about Garrett Morgan from this account?
  - — How would you describe Morgan's traffic signal?
  - — How would you compare it to traffic signals today?
  - — How important was Morgan's invention to automobile owners?
  - — If you were an inventor today, what would you be working on to make driving safer?
- Distribute Worksheet 4F, "The Age of Advertising." Have students complete the exercise on the worksheet. Then have them explain their answers to the following questions:
  - — What do we learn about these products from the advertisements?
  - — Compare advertisements from the 1920s with some ads of today. How are they similar and how are they different?
  - — How do advertisements try to attract consumers? In the past? Today?
  - — How effective would these ads of the 1920s be in attracting you to buy these products?

FOLLOW-UP ACTIVITIES

Students can:

- Simulate an assembly line by putting together and stapling a pamphlet or performing some other classroom task.
- Research the contributions of different people to the development of the automobile, including: George Selden, Karl Benz, Garrett Morgan, Henry Ford, Frank Duryea, Louis Chevrolet, and Ransom Eli Olds.
- Count the number of advertisements shown during their favorite television show. They can also estimate the number of ads they see, hear, and read every day (television, radio, billboards, magazines, newspapers, mail).
- Compare and contrast ads of the 1920s with ads today. Then have them answer the question: "How would life be different without advertising?"
- Prepare oral reports using advertisements as visual aids in which they compare the way various ethnic groups are portrayed in advertisements. Ask: "What products are these people used to promote? Do these advertisements perpetuate stereotypes (negative or positive) about these ethnic groups? If so, which ones?"
- Bring in or describe their favorite ad and explain how the ad works and why it is their favorite.

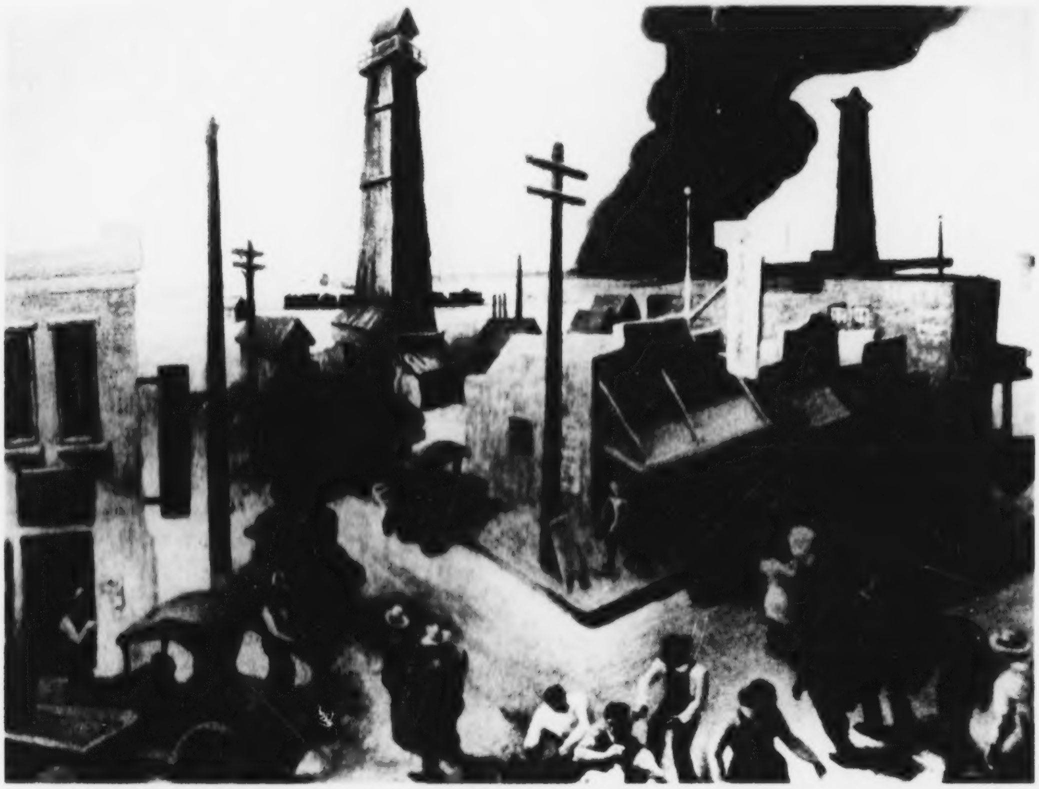
WORKSHEET 4A

Art and Industry

Thomas Hart Benton, Lewis Hyne, and Georgia O'Keeffe were important twentieth-century American artists. In the 1920s, they depicted scenes that suggested the impact industry was having on the United States. Examine each picture; then give it a title in the space provided.

Picture 1. Artist: Thomas Hart Benton

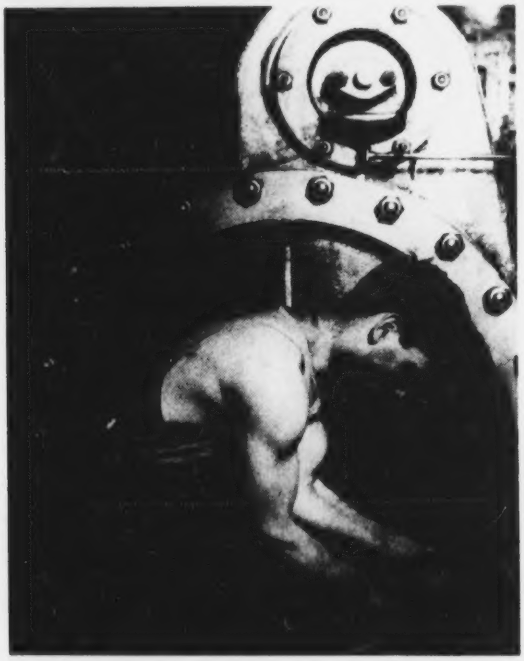
Title: ______________________



Memorial Art Gallery of the University of Rochester, New York

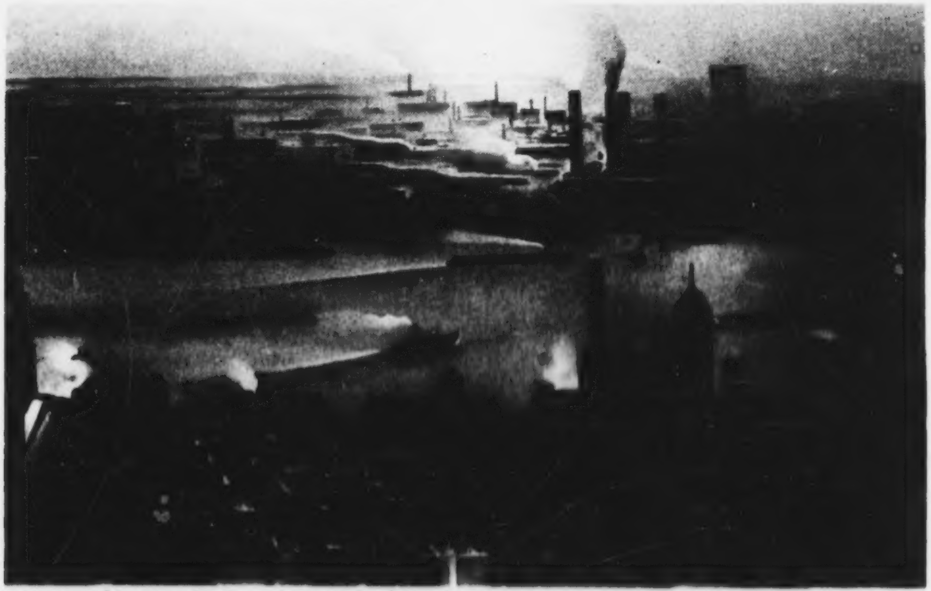
Picture 2. Artist: Lewis Hyne

Title: ______________________________



Picture 3. Artist: Georgia O'Keeffe

Title: ______________________________



New Britain Museum of American Art, Steven Lawrence Fund, New Britain

1920s Changes

Many changes took place in the United States in the 1920s. One can get some idea of these changes by reading about an imaginary visit to an urban household in the United States in 1920 and then again in 1929. After reading this worksheet, complete the exercise which follows:

1920

The year is 1920. I'm standing in what I'm told is a typical kitchen. Over there in the corner is an icebox. Outside, the ice man has just pulled up to the house. Soon he will be delivering a huge block of ice to be placed in the icebox—this will be used to keep the food cold.

Cooking here can get dirty. A fire must be lit in the wood-burning stove before each meal.

Cleaning clothes is also a chore. As a matter of fact, I see someone taking out the tub and washboard. This looks like it will take quite a bit of time.

1929

The year is 1929. I'm re-visiting the same kitchen that I first came to in 1920. Instead of the icebox, there is an electric refrigerator. Cooking and cleaning the house seem much simpler. Using the electric stove and vacuum cleaner is quite a help. I don't see that tub and washboard I saw on my last visit. The family is using its new electric washing machine.

All over the house are products that were not there on my last visit. Among them are cigarette lighters, wrist watches, shaving lotion, and shoe polish.

EXERCISE

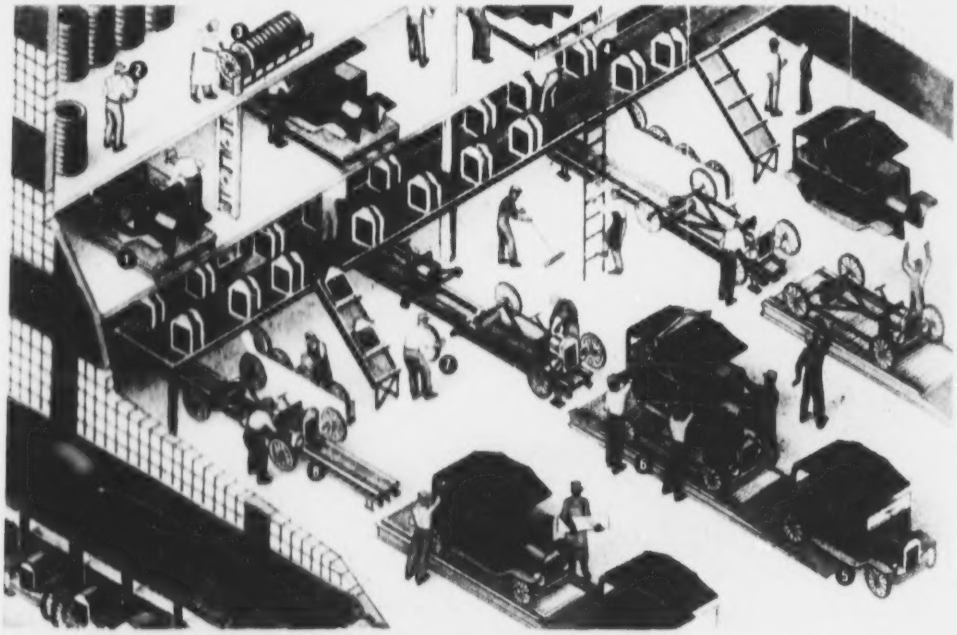
In the chart below, list the three most important changes in American households between 1920 and 1929.

1920	1929

WORKSHEET 4C

The Assembly Line

In 1911, Henry Ford opened a factory in Highland Park, Michigan, to produce cars he had designed. In 1913, this factory introduced the first assembly line method of manufacturing cars. The assembly line allowed for the manufacturing of much larger amounts of goods at a lower price than ever before. Conveyor belts and other devices were used to carry parts past the workers. Standing beside the machines, the workers then assembled, or put together, the cars piece by piece. Henry Ford describes the differences between the old and new (pictured below) methods of assembling a car.



① Interior assembly
② Rubber tires mounted on wheels
③ Stored tires
④ Stored radiators
⑤ Completed automobile
⑥ Chassis assembly
⑦ Tire mounting
⑧ Engine assembly

American Journey, James West Davidson, ed. (Englewood Cliffs, NJ: Prentice Hall, 1992), p. 348. Reprinted by permission

A Ford car contains about 5,000 parts—that is counting screws, nuts, and all. Some of the parts are fairly bulky and others are almost the size of watch parts. In our first assembling we simply started to put a car together at a spot on the floor and workmen brought to it the parts as they were needed in exactly the same way that one builds a house. The undirected worker spends more of his time walking about for materials and tools than he does in working.

The first step forward in assembly came when we began taking the work to the men instead of the men to the work. We now have two general principles in all operations—that a man shall never have to take more than one step, if it can be avoided, and that no man need ever stoop over.

My Life and Work, by Henry Ford and Samuel Crowther (New York: Doubleday and Co., 1922)

WORKSHEET 4D

Effects of the Automobile

Below is a first-hand account of how the automobile had changed life in a small town in the United States by 1923. After reading the passage, complete the exercise that follows:

THE FIRST REAL automobile appeared in our town in 1900. Today (1923) there are over 6,000. The automobile is changing our values. Some people in fact are taking out loans on their homes to buy automobiles. The automobile has upset our habit of saving. Part of the money we spend on the car would normally go in the bank. A mother of nine said, "We'd rather do without clothes than give up the car."

Many families feel that the automobile brings them closer together. "I never feel as close to my family as when we are all together in the car," said the mother. However, students in high school tell us that the use of the automobile is one of the major causes of disagreement between them and their families.

A minister complained, "It's tough preaching on a hot, Sunday afternoon in the summer, especially when people have automobiles—they go off motoring on Sunday instead of going to church."

Above all, the automobile has changed leisure time more than anything else. It is making leisure-time activity a daily routine rather than an occasional event. As one working person said, "We just go to lots of things we couldn't go to if we didn't have a car."

Middletown: A Study in American Culture, by Robert S. Lynd and Helen Merrell Lynd, Copyright 1929 by Harcourt Brace Jovanovich, Inc. and renewed 1957 by Robert S. Lynd and Helen Merrell Lynd, reprinted by permission of the publisher.

EXERCISE

Among the points raised about the automobile in the reading are those listed below. Place a check (✔) in the space to indicate whether you agree or disagree.

Statement	Agree	Disagree
The automobile has resulted in people having less money to save.		
The automobile brings families together.		
The automobile has caused families to spend less time in places of worship.		

WORKSHEET 4E

The Man Who Stopped Traffic

In the early days of the automobile, efforts to regulate traffic were not very successful. Sometimes a stop-and-go signal with a police officer assigned to turn it would be placed at a busy intersection. If the officer delayed turning the signal, or if no officer was available, drivers would become confused or do as they pleased. Accidents were common.

An accident that took place in Cleveland, Ohio, in the early 1920s changed this. An African-American businessman and inventor named Garrett Morgan witnessed an accident in which an automobile collided with a horse and carriage. Below is his account of how the accident led to the invention of the traffic light.

AFTER WITNESSING the accident, I could not get it out of my head. "Something should be done to make driving safer," I said to myself.

I went to work on the problem immediately and devised a three-way traffic signal. It was a pole with electric arms. The word "stop" appeared on the arms. The word "go" appeared on the edges of the arms and on the pole so that it could be read by those traveling in the opposite direction. Colored lights lit up the words, red for "stop" and green for "go." There was also a yellow "caution" light.

The signal had other useful features. At night, when traffic was lighter, the arms could be put at half-mast to indicate that all drivers should use caution. The signal also could be adjusted to stop traffic in all directions to allow pedestrians to cross the street.

A patent on my invention was issued in November 1923. Cleveland was the first city to use the new signal, but soon many other cities did, too. After a short time, I sold my rights to the traffic signal to General Electric. I received $40,000, a huge sum in those days.

Adapted from "The Man Who Stopped Traffic," by Virginia Calkins, in *Cobblestone*, July 1987

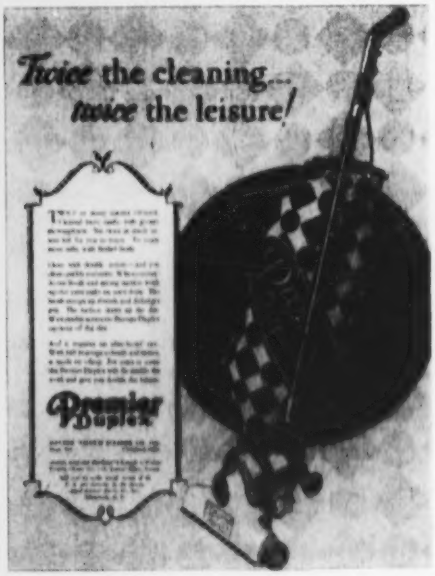
EXERCISE

Draw a picture of Garrett Morgan's three-way traffic signal.

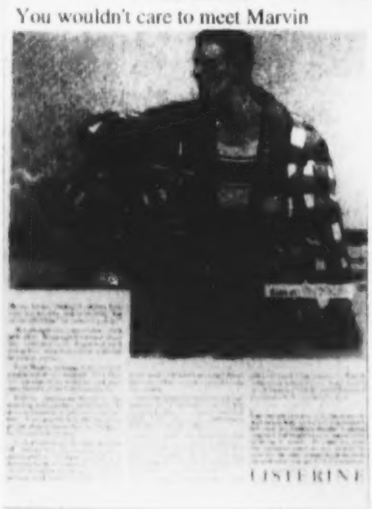
WORKSHEET 4F

The Age of Advertising

In the 1920s, the number of products available to the typical person increased greatly. To bring these products to the attention of consumers and to convince them to buy more, manufacturers hired agencies to create attractive advertisements. The "age of advertising" was born. After examining the ads, complete the exercise that follows:

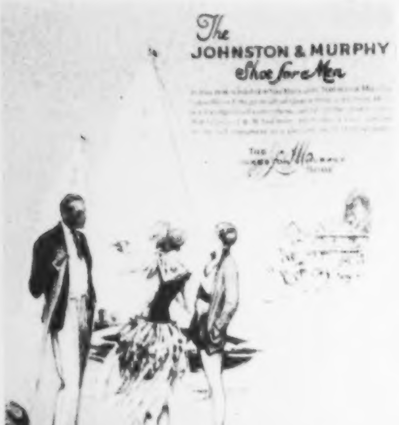

Twice the cleaning...
twice the leisure!
Premier Duplex

1.


You wouldn't care to meet Marvin
LISTERINE

In 1929 the Lambert Company presented the saga of lonely Marvin as a way to sell their Listerine mouthwash. Between 1920 and 1927, clever advertising helped raise the company's profits from roughly $100,000 a year to more than $4 million.

2.



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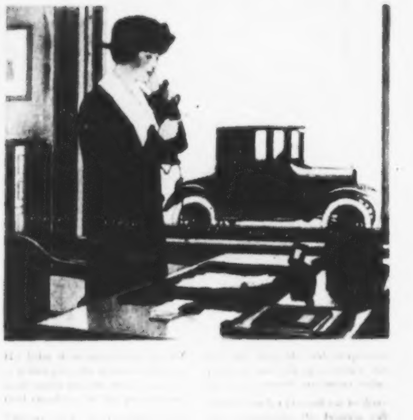
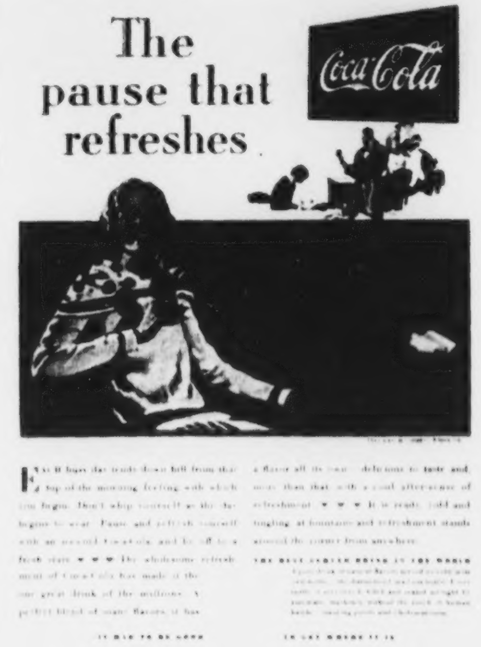
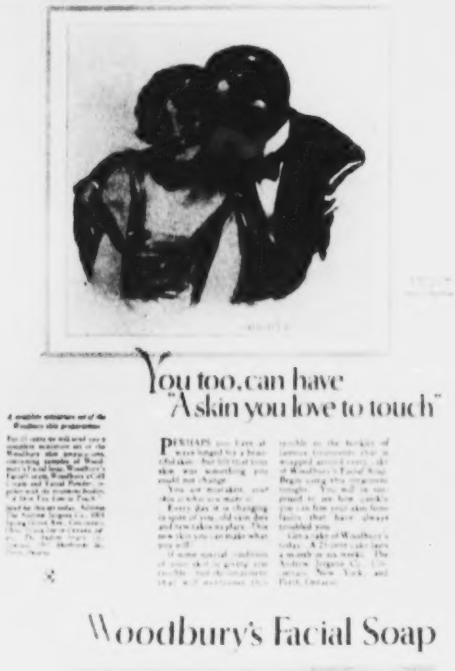


4.



5.


You too, can have "A skin you love to touch"
Woodbury's Facial Soap

6.

EXERCISE

After studying the advertisements from the 1920s, complete the chart by identifying how each one tries to appeal to the customer. Then rate the effectiveness of each appeal using the following scale:

3 = Very effective

2 = Effective

1 = Somewhat effective

0 = Ineffective

Ad	Appeal to Customer	Effectiveness Rating
1		
2		
3		
4		
5		
6		

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Learning Activity 5

How did the fads and fashions of the "Roaring Twenties" reflect the values of the era?

THEME

Culture/Diversity

BACKGROUND

The nicknames given to the 1920s—the Jazz Age, the Roaring Twenties—indicate that the mood of the decade was more self-indulgent than the pre-war Progressive mood of self-sacrifice. The postwar generation was, as the contemporary writer F. Scott Fitzgerald put it, disillusioned with reform and idealism; it had "grown up to find all Gods dead, all wars fought, all faith in man shaken." Spiritually starved, the young men and women of the Roaring Twenties engaged as never before in hero worship and the fads and fashions of the day.

The profusion of fads and fashions in the 1920s reflected a carefree, hedonistic way of life. A combination of more leisure time, more money, easy credit, and the freedom of the road—all a result of industrial growth and prosperity—allowed many Americans to indulge themselves in "ballyhoo" (sensationalism).

In 1927, Charles Lindbergh made his precarious, unprecedented solo flight across the Atlantic and became an instant hero and celebrity. Moviegoers flocked to theaters to see silent films and, later, the new "talkies." The public idolized movie "stars." Sports—especially baseball and boxing—became a national obsession. People collapsed from fatigue, even died, at dance marathons. Others sat on flagpoles for days, or dangled from biplanes with death-defying prowess. Jazz became the rage and everybody learned a new high-stepping dance called the Charleston. And, in response to the Prohibition Law of 1920, which made the production, transport, and sale of alcoholic beverages a federal offense, many found ingenious ways of evading the law with homemade "hooch" and clandestine "speakeasy" drinking clubs.

Despite the nation's self-indulgence and facade of gaiety, however, serious problems loomed. The 1920s saw a marked increase in racial and ethnic prejudice, bigotry, and discrimination. The economy, though experiencing overall growth, showed signs of strain as wild speculation in the stock market, often facilitated by buying on "margin"—that is, with a small down payment—pushed the bull market up to dizzying peaks throughout the decade. So powerful was the intoxicant of quick profits that few heeded the warnings that this kind of tinsel prosperity could not last forever.

MAJOR IDEA

- The 1920s brought major technical and social CHANGES which led to shifts in where people lived and how they behaved, and resulted in conflicts between new and old values.

CONCEPTS

- Change
- Culture
- Diversity

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe some fads and fashions of the 1920s.
- Identify some of the heroic or notable personalities of the era.
- Discuss reasons why Americans participated in the fads of the day.

DEVELOPMENT

- Distribute Worksheet 5A, "1920s Cartoons." Have students examine the cartoons and complete the exercise. Then have students explain their answers to the following questions:
  — What do these cartoons tell us about the 1920s? What do the captions mean?
  — In the two cartoons we see a "flapper" (a faddish young woman of the 1920s).

What fads and fashions does she appear to be enjoying?

  - What changes do you think these fads and fashions made in the flapper's life? Were these changes positive or negative?
  - How would you compare the fads and fashions today with those of the 1920s?
  - Do you think you would have enjoyed living in the 1920s?

- Distribute Worksheet 5B, "Speakeasies." Have students complete the exercise on the worksheet, and then have them explain their answers to the following questions:
  - What do we learn from this article?
  - What do you think it might have been like inside a speakeasy?
  - How can you explain why speakeasies were doing so well even though selling alcohol was illegal?
  - Why do you think these establishments were called "speakeasies"?
  - If you had been alive at the time, what would have been your reaction to reading this article?
  - Do you think the government was justified in passing an amendment banning the drinking of alcohol? Do you think the laws against the use of illegal drugs today are more justified?
- Distribute Worksheet 5C, "Lindbergh." After students have completed the reading and exercise, have them explain their answers to the following questions:
  - What do we learn about Lindbergh from this reading?
  - What do you imagine Lindbergh was thinking in the course of this flight?
  - What is your reaction to the achievements of Lindbergh?
  - Why was Lindbergh's solo flight across the Atlantic Ocean so important? What did it mean for the future of air travel?
  - Some people believe that today we lack heroes like Lindbergh. Do you agree?
- Distribute Worksheet 5D, "Stunt Fliers and Flagpole Sitters." After students have studied the pictures, have them complete the exercise. Then have them answer the following questions:
  - What do you see in these pictures? What do these pictures tell us about the 1920s?
  - What do you think it might have been like to be a flagpole sitter?
  - Why do you think some people in the 1920s decided to participate in such dangerous activities?
  - Can you think of dangerous stunts that people engage in today?
  - What questions would you like to ask of the people in these pictures?
- Distribute Worksheet 5E, "Hollywood in the 1920s." Have students examine the photos, complete the exercise, and explain their answers to the following questions:
  - What do we learn about the 1920s from these photos and captions?
  - How do you explain the fact that in the 1920s movie making was the fourth largest industry in the country?
  - How do you explain the popularity of movies stars like Rudolph Valentino and Charlie Chaplin? How do the movie stars of the 1990s compare with those of the 1920s?
  - Would you enjoy viewing a silent film today? In 1927, how would you have reacted to the introduction to the first "talkie"?
  - In the 1920s, roles for African-American actors, with few exceptions, were limited to those portraying humiliating stereotypes. How much progress has been made in the way African-Americans are portrayed in the movies today?
  - Has Hollywood's impact on the American people been more positive or negative? Explain.
- Distribute Worksheet 5F, "The Babe Hits Sixty." Have students read, complete the exercise and explain their answers to the following questions:
  - What do we learn about Babe Ruth from this selection?

- — Why did the Babe become a national hero in the 1920s?
- — Why do you suppose Yankee Stadium was nicknamed "The House that Ruth Built"?
- — How do you explain the huge popularity of baseball and other spectator sports during the 1920s?
- — Are sports figures today the heroes they were in the 1920s? Why or why not?

FOLLOW-UP ACTIVITIES

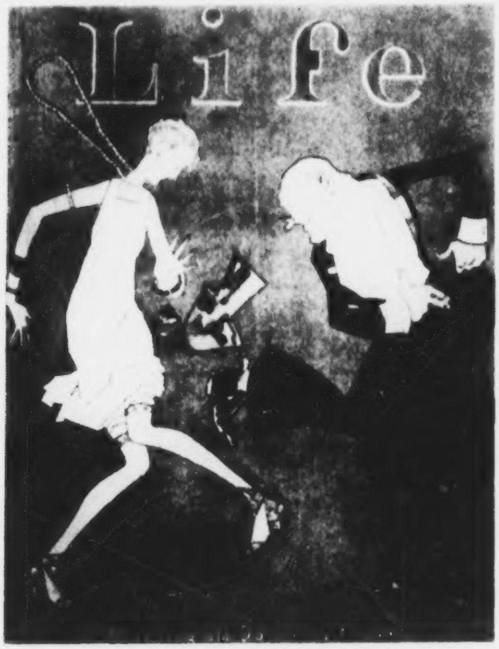
Students can:

- Research and report on such phenomena, fads, and fashions of the 1920s as the Charleston, flappers, the Model T, speakeasies, and jazz.
- Imagine that they are airplane stunt people in the 1920s. They may write a description of what their stunts would be and how they would make their daring shows safe. (Remind them that airplanes in the 1920s were much slower than those of today.)
- Research how the very poor or very rich spent their free time during the 1920s. They may work in small groups for this activity and share their findings with the class.
- View silent short movies of the 1920s such as those of Charlie Chaplin, the Keystone Kops, and Buster Keaton. They can also research the early days of Hollywood, the early African-American film industry, Vaudeville, or the Yiddish theatre of the Lower East Side.
- Report on the athletes from the Negro baseball leagues or the Blacksox scandal of 1919.
- Research the various forms of popular, classical and modern dance that became popular in the 1920s, including the work of Isadora Duncan, Josephine Baker, and Vaslav Nijinsky, as well as the Charleston, the Lindy, and other steps. They can prepare a pictorial presentation or even give a demonstration themselves of the dances.

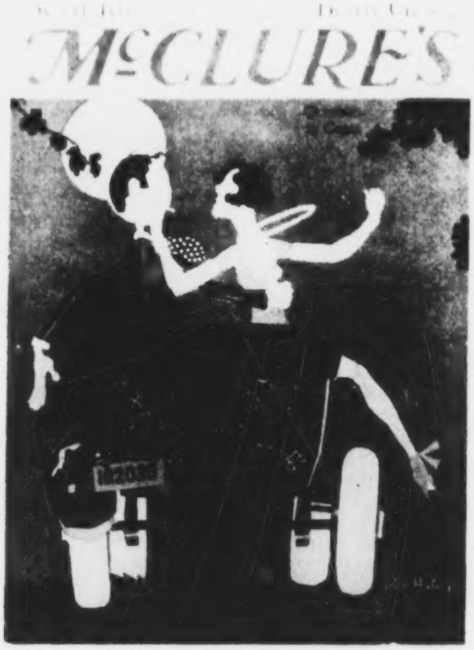
WORKSHEET 5A

1920s Cartoons

John Held, Jr., was one of the great cartoonists of the 1920s. His work captured the spirit of youth during this period. He drew the cartoons below for *Life and McClure's* magazines.



Cartoon A



Cartoon B

EXERCISE

Describe the fad or fashion shown in each cartoon and tell what you think was its impact on American society.

	Fad/Fashion	Impact on Society
Cartoon A		
Cartoon B		

WORKSHEET 5B

Speakeasies

The 18th Amendment led to the prohibition of the production, transport, and sale of alcoholic beverages. Many people in the U.S. opposed this amendment and violated the law by going to places called speakeasies to drink. A speakeasy is described in the *Journal* article below. After reading the article, complete the exercise by composing a headline for the article and writing it in the appropriate space.

The Journal

Headline:

East side, west side, and all around the town. Behind the white lights of Broadway and in the brownstone houses on quiet streets, speakeasies have been springing up in New York. A line of limousines and taxi cabs parked in front of a dark house may be the only outward sign. You ring the bell and a cautious eye looks you over through a peephole. If you don't appear to be a police officer or federal officer, the door opens a crack further. Then you might be asked for a password or a "membership card," and finally you are admitted! What goes on inside?

First of all, you can buy liquor. In the speakeasy I visited, highballs cost $.50, beer $.25 by the glass and $.50 by the bottle, whiskey by the quart $8 or $9. The beer and hard liquor is made locally.

You might ask what are the law enforcement officials doing about this illegal activity. Unfortunately, many speakeasies make payments to police for protection. This has led to widespread corruption in our city government.

Adapted from *The Twenties: Fords, Flappers and Fanatics*, George Mowry, ed. (Englewood Cliffs, NJ: Prentice-Hall, 1963), pp. 109-114.

WORKSHEET 5C

Lindbergh

In 1927, Charles Lindbergh became the first person to fly alone across the Atlantic Ocean (from New York to Paris, France). His description of the flight appears below.

About 7:40 the motor was started and at 7:52 I took off on the flight for Paris.

The field was a little soft due to the rain during the night and the heavily loaded plane gathered speed very slowly. After passing the halfway mark, however, it was apparent that I would be able to take off....

I turned slightly to the right to avoid some high trees on a hill directly ahead, but by the time I had gone a few hundred yards I was high enough to clear all obstructions and turned down the engine speed.

The haze soon cleared and from Cape Cod, Massachusetts, through the southern half of Nova Scotia, Canada, the weather and visibility were excellent. I was flying very low, sometimes as close as 10 feet from the trees and water.

Darkness set in about 8:15, and a thin, low fog formed over the sea. This fog became thicker and increased until only the stars directly overhead could be seen.

There was no moon and it was very dark. Dawn came at about 1:00 AM, New York time.

As the sun rose higher, holes appeared in the fog. Through one hole, the water was visible, and I dropped down to less than 100 feet above the waves.

The first indication of my approach to the European coast was a small fishing boat which I first noticed a few miles ahead and slightly to the south of my course. There were several of these fishing boats grouped within a few miles of each other. I had little doubt that it was the southwestern end of Ireland. In a little over two hours the coast of England appeared.

The sun went down shortly after passing Cherbourg, France, and soon the beacons along the Paris-London airway became visible.

I first saw the lights of Paris a little before 10:00 PM or 5:00 PM New York time, and a few minutes later I was circling the Eiffel Tower at an height of about 4,000 feet. The lights of Le Bourget were plainly visible, but appeared to be very close to Paris.

Presently I could make out long lines of hangars, and the roads appeared to be jammed with cars.

I flew low over the field once, then circled around into the wind and landed.

Adapted from We, by Charles A. Lindbergh (New York: G.P. Putnam's Sons, 1927)

EXERCISE

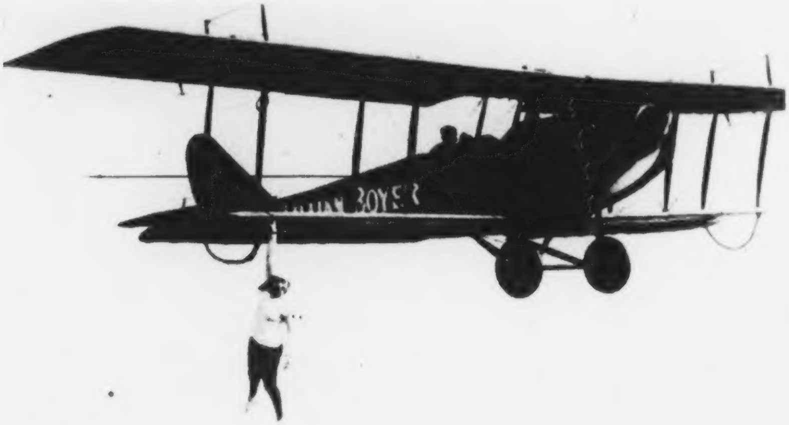
In the account you just read, Lindbergh describes what he *saw*. In the space below write a page in Lindbergh's diary describing his *thoughts* during the flight.

Dear Diary,

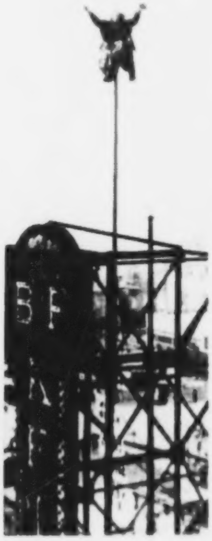
WORKSHEET 5D

Stunt Fliers and Flagpole Sitters

The 1920s saw the birth of new stunts, such as stunt flying and sitting on top of flagpoles. Once, two stunt men played tennis on the top wing of a biplane. The man in the picture on the right, "Shipwreck" Kelly, sat on different flag poles for a total of 145 days in 1929. The mayor of the city of Baltimore even honored him for sitting on a pole for a total of 10 days, 10 minutes, and 10 seconds.



Lillian Boyer, a stunt flier, shows that her nerves are as steady as any man's. Loops under the wings are to keep them from dragging during landing.
Minnesota Historical Society



Brown Brothers

EXERCISE

Pretend you were the person performing one of the stunts in these pictures. In the space below write a letter to your best friend describing how you felt.

Dear ____________,

WORKSHEET 5E

Hollywood in the 1920s

A museum exhibit on the celebrities and fashions of the 1920s would include photos of the Hollywood stars below. Match each of the following "captions" to the photo it describes.

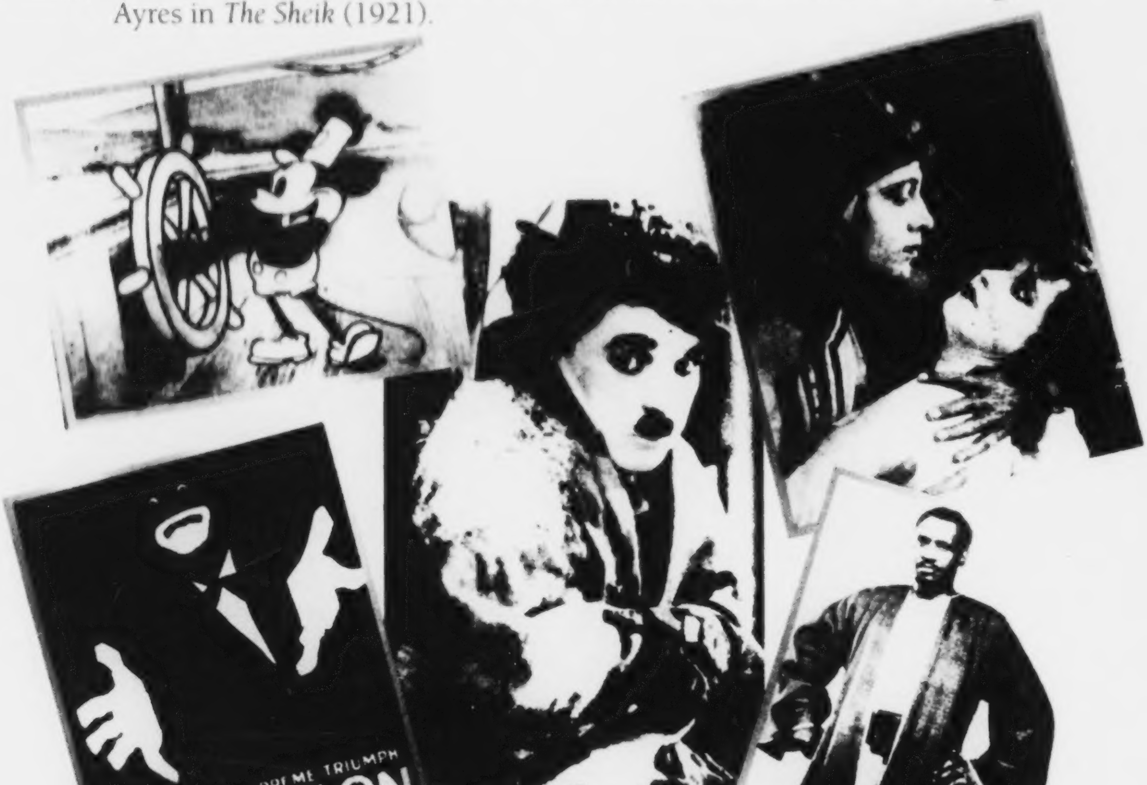
_____a. Mickey Mouse made his debut in the first cartoon to use sound, *Steamboat Willie* (1928).

____b. The most popular film star of the 1920s, Charlie Chaplin invented the role of the tramp-clown that became the symbol of American movies.

_____c. The African-American actor Paul Robeson achieved worldwide fame with his London appearance as the lead actor in Shakespeare's *Othello*.

____d. In 1927, Al Jolson introduced Americans to their first movie with sound, *The Jazz Singer*. He performed the role in blackface, wearing makeup to look like an African-American.

_____e. Rudolph Valentino performed the role of the handsome seducer with Agnes Ayres in *The Sheik* (1921).



WORKSHEET 5F

The Babe Hits Sixty

During the 1920s, the names of George Herman "Babe" Ruth and baseball became one and the same. Below, James S. Carolan in *The New York Times*, October 1, 1927, tells the tale of Ruth's sixtieth home run which broke his own major league record for home runs in a single season. After reading the account, complete the exercise that follows.

You Are There

Babe scaled the hitherto unattained heights yesterday. Home run 60…

While the crowd cheered and the Yankee players roared their greetings the Babe made his triumphant, almost regal tour of the paths. He jogged around slowly, touched each bag firmly and carefully and when he imbedded his spikes in the rubber disk to record officially Homer 60, hats were tossed into the air, papers were torn up and thrown liberally and the spirit of celebration permeated the place.

This special baseball card commemorates Babe Ruth's record 60th home run.

EXERCISE

Design a card commemorating the achievement of any American sports figure, past or present.

Learning Activity 6

How well did the "flapper" symbolize the changes in women's lives during the 1920s?

THEME

Culture/Diversity; Struggle for Equality

BACKGROUND

The 1920s witnessed great changes in the attitudes and behavior of women in the United States. Women's position in the labor force continued to change. However, the greatest changes during the 1920s were in social customs.

Although the proportion of American women in the work force increased only by a few percentage points from 1900 to 1930, by the 1920s middle class women were freer than ever to work outside the home and the kinds of jobs that women held had changed. Women found opportunities for employment in the booming industrial cities, though they tended to cluster in a few low-paying jobs, such as retail clerking and office typing, that quickly became classified as "women's work."

The "flapper" became the symbol for the "new American woman" of the 1920s. The American cartoonist, John Held, Jr., doubtless thinking of a young bird beginning to try its wings, coined the term to apply to young women who were breaking social conventions by wearing high-heeled shoes and short skirts, painting their faces, bobbing their hair, openly flirting with men, smoking cigarettes, drinking, and dancing the Charleston.

The flappers were by no means only white women. Young African-American women in New York City and other urban areas also chose to abandon their long skirts. And a worker at a mission in San Francisco's Chinatown at the time remarked that teenage Chinese-American girls bobbed their hair, wore sleeveless dresses, and looked just like other American flappers.

This spontaneous, self-indulgent, and freedom-loving young woman was the product of a number of forces revolutionizing American society in the 1920s, including the disillusionment brought about by World War I. The response of many young men and women of the Jazz Age was to live for the here and now.

The growing independence of American women accelerated the revolution in manners and morals. Although women did not take full advantage of the civic opportunities that suffrage had opened, winning the right to vote in 1920 had consolidated their power into a political base with legislative clout.

Women's lives were perhaps most affected by the new scientific technologies and the consumer orientation of the era. The national birth rate fell for the first time in history during the 1920s, in part due to the availability of inexpensive and safe birth control. Although electric appliances were promoted at the time as labor-saving devices, historians have viewed their impact on the average homemaker's workload in different ways. While some contend that the new appliances were gradually emancipating women from housekeeping's drudgeries, others argue that in fact the average homemaker's workload increased, as product advertisers, equating cleanliness with motherly love and moral goodness, encouraged women to use the new appliances more diligently to meet higher standards of cleanliness. Moreover, many homemakers dispensed with household help, thinking it more economical and progressive to take on the work themselves with the assistance of the appliances.

MAJOR IDEAS

- The "flapper" symbolized the rejection by the 1920s youth of Puritan and Victorian rules of behavior and the adoption of new values stressing freedom and lack of inhibition.
- Due to business growth and CHANGE in the methods of production, the nature of the work and the distribution of workers CHANGED significantly during the 1920s.
- Political POWER and economic POWER are directly related.

CONCEPTS

- Change
- Culture
- Power

PERFORMANCE OBJECTS

Students will be able to:

- Describe how women's lives changed during the 1920s.
- Explain reasons for the changes in women's lives.
- Assess the significance of the "flapper" as a new image for women during the 1920s

DEVELOPMEN

- Divide the class into groups of five students each. To each group distribute one copy of Worksheet 6A, "Women's Changing Behavior." Instruct each student in a group to read or examine two items on the worksheet and then share the information with the rest of the group. Have students in each group work together to complete the exercise on the worksheet; then have the class explain their answers to the following questions:
  - — What do these items tell us about the attitudes and behavior of women in the United States during the 1920s?
  - — How did the role of women in the work force change?
  - — How did the position of women in marriage and the family change?
  - — How did women's social and moral attitudes and behavior change?
  - — How well did the "flapper " symbolize the changes that were occurring in the ideal of American womanhood?
  - — Why did you suppose Amelia Earhart became a hero to women in the United States during this era?
  - — Do you think there is a relationship between women winning the right to vote and the economic and social changes that occurred in their lives during the 1920s? Do you approve or disapprove of the ways in which women's lives changed during the 1920s? Explain.
  - — How are American women's lives changing in the 1990s? Do you approve of these changes? Why or why not?
- Distribute Worksheet 6B, "The New Woman in Literature." Have two students role-play the scene, as the rest of the class reads along. (The two volunteers should prepare their parts prior to staging the scene for the class.) Have students complete the exercise on the worksheet, then explain their answers to the following questions:
  - — What picture does Fitzgerald paint of Rosalind?
  - — How does Rosalind behave toward men? What does she think about men?
  - — How are Rosalind's attitudes and behavior different from that of American women in earlier generations?
  - — To what degree is the ideal of the new woman of the 1920s, characterized here by Rosalind, a positive one? Explain.
  - — How do the "flapper values" of the 1920s compare with values today? Explain.

FOLLOW UP ACTIVITIES

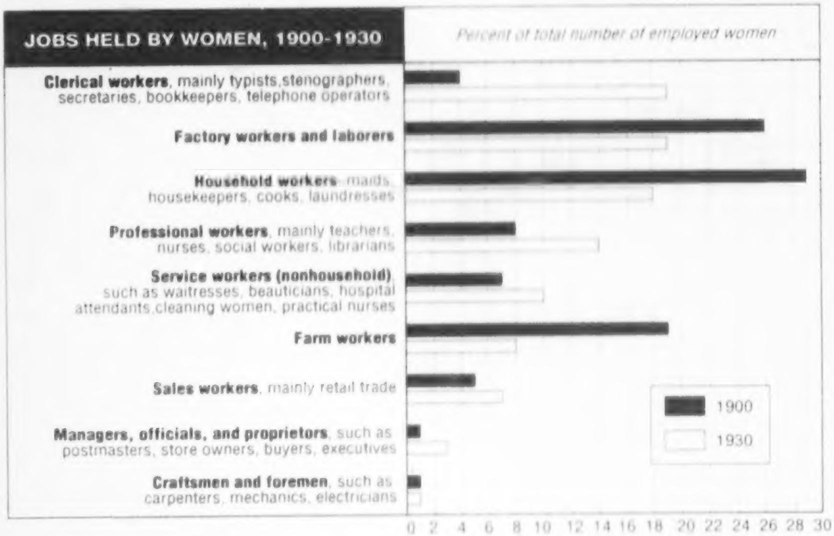
Students can:

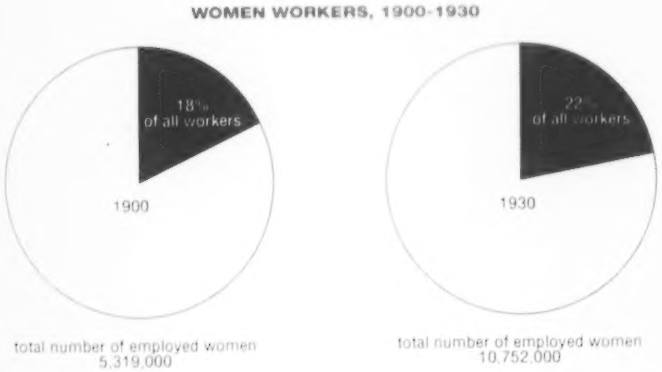
- Research and report on the lives of any of the following American women who contributed to the 1920s: Margaret Sanger, Zelda Fitzgerald, Isadora Duncan, Edna St. Vincent Millay, Bessie Smith, Clara Bow, Mary Pickford, Jeannette Rankin, Georgia O'Keeffe.
- Design a collage of women's dress styles in the 1920s, accompanied by a written analysis of how changes in dress (short skirts, no corsets, etc.) mirrored changes in social values.
- Write an essay explaining why people between the ages of 15 and 25 tend to be more radical in their views and behavior than older adults. (Flappers, like the hippies of the 1960s and the punk rockers of 1980s, tended to be young and single.)

Women's Changing Behavior

The items below show how during the 1920s the traditionally accepted behavior of women in the United States was changing. However, not all women changed or liked the changes.

1.





2. A forty-two year-old woman with two high school boys worked six days a week as a cleaning woman in a public building. She explained:

> I began to work during the war when everyone else did; we had to meet our payments on our house and everything else was getting so high. The mister objected at first, but now he don't mind. We've built our own home, a nice brown and white bungalow.... We have it almost all paid off and it's worth about $6,000.
>
> I have felt better since I worked than ever before in my life. I get up at five-thirty. My husband takes his dinner and the boys buy theirs uptown and I cook supper. We have an electric washing machine, electric iron, and vacuum sweeper. I don't even have to ask my husband any more because I buy these things with my own money....

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3. A woman with seven children started working because her married daughter had left her husband and returned home with two children. The woman's husband could not support 11 people. She explained:

> My daughter and her husband—he's a machinist—didn't know anything about birth control, and they had a second baby and then she insisted that they keep apart until his work was regular enough to support a larger family. He wouldn't and she left him and came home to us here. I certainly believe in birth control. But I don't know anything about it. I never even heard of it until a little while ago. I sure wish I had known of it when I was young for then he wouldn't be slaving away to support this big family and my daughter wouldn't be in all the trouble she's in.

5. For myself, it has increased my self-respect, as I believe it has that of every woman who is really aware that she has a vote of her own to cast.

> There will be legislation passed because of the work of the women voters which will improve the conditions of women workers in factories and shops; and legislation which will deal with other problems of women.... But these things take time.

— Zona Gale, novelist and playwright

4.

Telephone Museum, San Francisco

In the 1920s, women "bobbed" their long hair, which in previous decades was their crowning glory, clipping it almost as short as a man's.

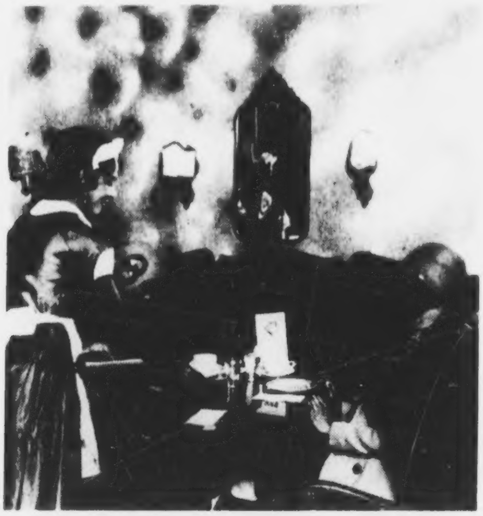
6. Of course the women haven't done anything as voters... Why should they?—all the leaders have quit, and the women [who are involved now] don't know anything about politics. If you ask them anything they say, "Well, I'll ask the men." The women are simply pawns....

> I would hate to give up my vote because I worked so hard to get it—not that I think it's of much use to me or anybody else. If women who think would go into politics, they might do something, but they're not there now.

7.

Amelia Earhart, who flew solo across the Atlantic in 1932.

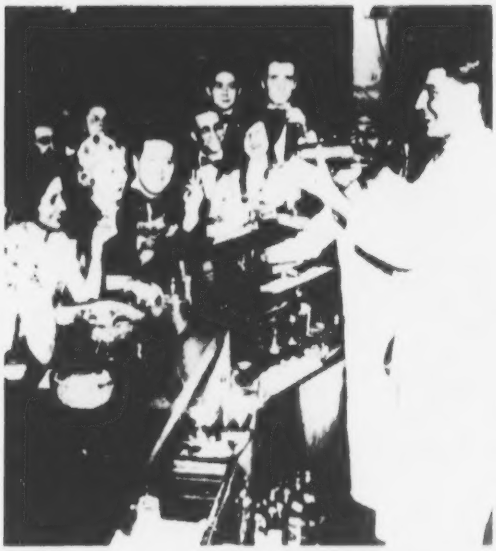
8.



Bettman Archive

African-American women both worked in and patronized fancy tearooms such as this one in Harlem. These establishments generally catered exclusively to black clients.

9.



10. The following comments were voiced by women of both the working and business classes:

> "Girls aren't so modest nowadays; they dress differently." "It's the girls' clothing; we can't keep our boys decent when girls dress that way." Girls have more nerve nowadays—look at their clothes!" "Girls are far more aggressive today. They call the boy up to try to make dates with them as they never would have when I was a girl." "Last summer six girls organized a party and invited six boys and they never got home until three in the morning." "When I was a girl, a girl who painted her face was a bad girl—but now look at the daughters of our best families!"

EXERCISE

The numbers at left below correspond to the items above. If you think that the item reflects the traditionally accepted behavior of women, check (✔) TRADITIONAL next to the number. If you think that the item reflects the changing behavior of women, check CHANGING. Then write down why you checked the column you did.

Item	Traditional	Changing	Reasons
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

WORKSHEET 6B

The New Woman in Literature

F. Scott Fitzgerald was one of the major writers of the 1920s. In the following excerpt from his first novel, *This Side of Paradise*, he gives us Rosalind—the ideal of the "new woman" of the 1920s. After you have read the excerpt, add to the dialogue as you think the characters might.

The corner of a den down-stairs, filled by a very comfortable leather lounge. A small light is on each side above, and in the middle, over the couch hangs a painting of a very old, very dignified gentleman, period 1860. Outside the music is heard in a fox-trot.

Rosalind is seated on the lounge on her left is Howard Gillespie, a lifeless youth of about twenty-four. He is obviously very unhappy, and she is quite bored.

Gillespie: (Feebly) What do you mean I've changed. I feel the same toward you.

Rosalind: But you don't look the same to me.

Gillespie: Three weeks ago you used to say that you like me because I was so blasé, so indifferent—I still am.

Rosalind: But not about me. I used to like you because you had brown eyes and thin legs.

Gillespie: (Helplessly) They're still thin and brown. You're a vampire, that's all.

Rosalind: The only thing I know about vamping is what's on the piano score. What confuses men is that I'm perfectly natural. I used to think you were never jealous. Now you follow me with your eyes wherever I go.

Gillespie: I love you.

Rosalind: (Coldly) I know it.

Gillespie: And you haven't kissed me for two weeks. I had an idea that after a girl was kissed she was—was—won.

Rosalind: Those days are over. I have to be won all over again every time you see me.

Gillespie: Are you serious?

Rosalind: About as usual. There used to be two kinds of kisses: First when girls were kissed and deserted; second, when they were engaged. Now there's a third kind, where the man is kissed and deserted. If Mr. Jones of the nineties bragged he'd kissed a girl, every one knew he was through with her. If Mr. Jones of 1919 brags the same every one knows it's because he can't kiss her any more. Given a decent start any girl can beat a man nowadays.

Gillespie: Then why do you play with men?

Rosalind: (Leaning forward confidentially) For that first moment, when he's interested. There is a moment—Oh, just before the first kiss, a whispered word—something that makes it worthwhile.

Gillespie: And then?

Rosalind: Then after that you make him talk about himself. Pretty soon he thinks of nothing but being along with you—he sulks, he won't fight, he doesn't want to play—Victory!

Gillespie: ______________________________

____

Rosalind: ______________________________

____

F. Scott Fitzgerald, *This Side of Paradise* (New York: Scribners, 1920), pp. 193-194

UNIT NINE: THE UNITED STATES BETWEEN THE WARS

Learning Activity 7

How real was the prosperity of the 1920s?

THEME

Struggle for Equality

BACKGROUND

For many Americans, the 1920s were years of prosperity. The Great War had ended and the Great Depression had not yet arrived. Millions of Americans received high wages and bought more consumer goods than ever before; many businesses earned large profits. An ever-growing number of stockholders received substantial dividends.

Not everyone, however, shared in this prosperity. This was most notably true of African-Americans, who were moving north in record numbers during the 1920s, as well as other people of color and certain immigrant groups.

While discrimination and racism were the reasons why some Americans did not share in the general prosperity, others were victims of the economic dislocations that resulted from increased industrialization. Many workers lost their jobs when new machines were installed in factories. Furthermore, some industries—such as coal, textiles, and leather—never fully recovered from the postwar slump of the early 1920s.

Finally, many farmers did not share in the general prosperity. One of their problems was a shrinking market for farm products. After 1918, American farmers lost many of their wartime European markets. Moreover, during the 1920s Congress passed laws that almost ended immigration to the United States. As a result of these laws, American farmers lost a traditional source of new customers. Although the markets were shrinking, farm production—aided by new machines and techniques—rose by more than 20 percent between 1919 and 1929. With fewer people able or willing to buy food and with more food available, farm prices dropped. At the same time, the prices of industrial goods that farmers needed rose higher and higher. Many farmers found it increasingly hard to meet mortgage payments, and many lost their farms. The situation of sharecropper and tenants, both white and black, was even worse than that of the small farmer.

MAJOR IDEA

- The prosperity of the Roaring Twenties eluded many people.

CONCEPTS

- Change
- Technology
- Human Rights

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe general economic conditions in the United States during the 1920s.
- Compare and contrast the economic situations of various groups of Americans in the 1920s.
- Explain reasons why some groups did not share in the general prosperity.

DEVELOPMENT

- Distribute Worksheet 7A, "Prosperity in the 1920s." Have students study the headlines. Then divide students into groups of four and have each group member study a different chart on the worksheet and summarize the information it contains. Then have students explain their answers to the following questions:
  - — What do we learn from these headlines?
  - — What picture do the headlines paint about life in the United States in the 1920s?
  - — Why did many people describe the 1920s as a period of prosperity?
  - — How would you compare this picture of economic life in the 1920s with headlines about the economy today?
  - — Which of these headlines tells us the most about economic conditions?

  - Which of these headlines tells us the least about economic conditions?
  - What information do we learn about the 1920s from these graphs?
  - According to these graphs, which groups of Americans did best in the 1920s?
  - How would you compare the picture of the economy depicted by the graphs with the one painted by the headlines? How can you explain the differences?
  - Can you explain why the people with the highest incomes did better than other groups living in the United States?

- Distribute Worksheet 7B, "Farmers Recall the 1920s." Have students read the selections, complete the exercise on the worksheet, then explain their answers to the following questions:
  - What do we learn about the economic situation of American farmers during the 1920s from this worksheet?
  - What problems did farmers face in the 1920s?
  - What caused these problems? Are there any clues in the reading selections?
  - How would farm prices have been affected by decreased immigration to the United States in the 1920s and the increased availability of farm machinery?
  - Would these two farmers agree with the description of the 1920s as an age of prosperity? Explain.
- Distribute Worksheet 7C, "African-Americans in the 1920s." Have the students complete the exercise. Then have them explain their answers to the following questions:
  - What do we learn about the economic situation of African-Americans in the 1920s from this worksheet?
  - What evidence is presented to support the statement, "The so-called prosperity of the 1920s by-passed many African-Americans"? What evidence is presented to indicate that some blacks did prosper in the twenties?
  - Describe what you think it might have been like to attend a house party.
  - If you were interviewing the person who wrote the account, what questions would you have asked?
- Distribute Worksheet 7D, "Japanese Americans in the 1920s." Have students read, complete the exercise, and explain their answers to the following questions:
  - What do we learn about the economic situation of Japanese Americans from this account?
  - Why did a large proportion of Nisei earn college degrees in the 1920s?
  - How were Nisei college graduates treated in the job market? Why?
  - Do you think that Nisei would agree with a description of the 1920s as an age of prosperity? Explain.
- Distribute Worksheet 7E, "Sweatshop Girl." Have the students read the selection and complete the exercise. Then have them explain their answers to the following questions:
  - What do we learn about the lives of Sadie and Ella from this account?
  - How would you compare your responsibilities as a teen with Sadie's? Would you like to be in Sadie's position? Explain your answer.
  - Sadie says that she and Ella were living on nine dollars a week. Why do you think she thought they were living well?
- Distribute Worksheet 7F, "A Coal Miner Speaks." After the students have read the worksheet and completed the exercise, have them explain their answers to the following questions:
  - What do we learn about Clair Cook from this reading?
  - What does this reading tell us about the attitudes of companies toward unions? How can you explain their attitudes?
  - Why did companies try to keep workers divided and prevent the growth of labor unions?

— Would Clair Cook agree with a description of the 1920s as an age of prosperity? Explain.

FOLLOW-UP ACTIVITIES

Students can:

- Research and report on middle- and upper-class African-Americans in the 1920s. One resource is *Aristocrats of Color: The Black Elite, 1880-1920*, by William B. Gatewood (Bloomington, IN: Indiana University Press, 1990).
- Read a book about an ethnic group and/or individual who struggled to survive or fight prejudice during the 1920s in the United States.
- Develop a list of questions they would like to ask the coal miner in Worksheet 7E, and use them as the basis for a library research project on coal miners during the 1920s.

WORKSHEET 7A

Prosperity in the 1920s

Study the following headlines, which appeared during the 1920s.

The Journal

BUSINESS PROFITS HIGHER THAN EVER BEFORE

NUMBER OF MILLIONAIRES JUMPS FROM 75 TO 283 BETWEEN 1924-1927

TOTAL INCOME OF PEOPLE IN U.S. RISES BY 45% OVER LAST YEAR

PRESIDENT ANNOUNCES, "WE'RE CLOSE TO WIPING OUT POVERTY"

STOCK MARKET GOES THROUGH ROOF

BUILDING BOOM CONTINUES

"MY LORD, HOW THE MONEY KEEPS ROLLING IN" IS TOP SONG THIS YEAR

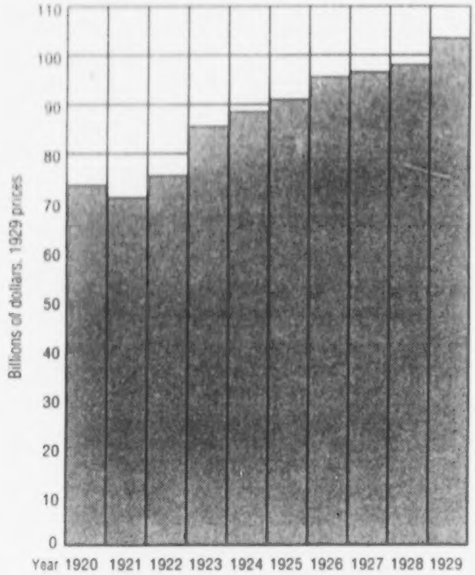
STEEL WORKERS' WORKDAY CUT AS WAGES GO UP

SALES OF RADIOS JUMP FROM $60 MILLION
TO $842 MILLION BETWEEN 1922-29

EXERCISE

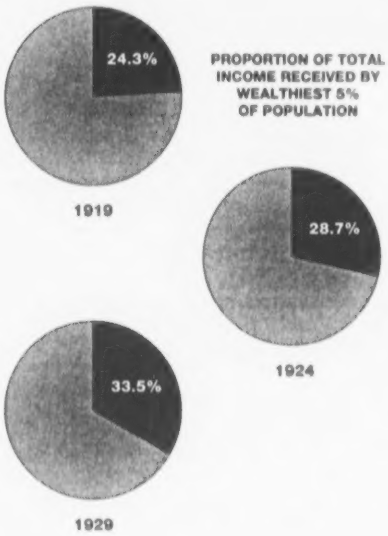
Study the graph to which you have been assigned and summarize the information it contains.

GROSS NATIONAL PRODUCT

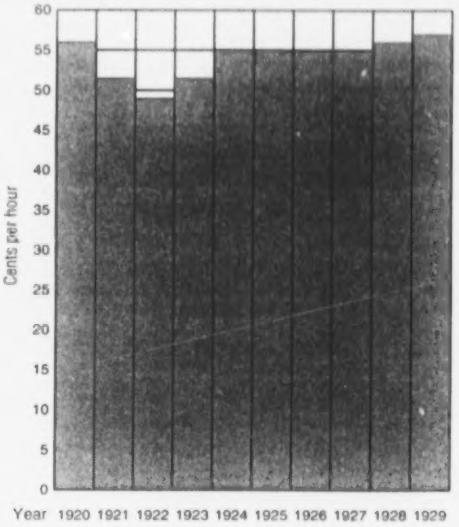


The Gross National Product is the total dollar value of all goods and services produced in a single year. If every man, woman, and child in the United Stated reported every purchase to a central computer, the amount registered on the computer at the end of a year would be the Gross National Product.

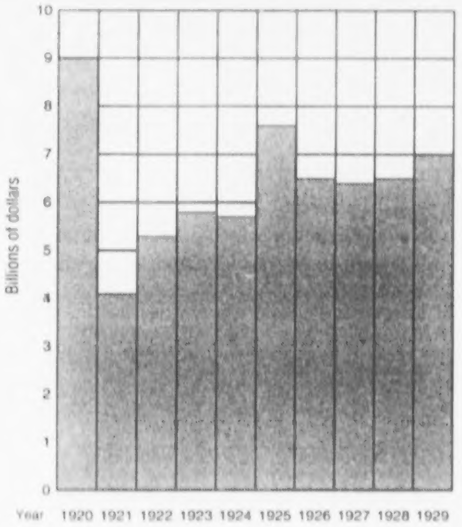
PROPORTION OF TOTAL INCOME RECEIVED BY WEALTHIEST 5% OF POPULATION



AVERAGE HOURLY WAGES FOR PRODUCTION WORKERS IN MANUFACTURING, 1920-1929



NET INCOME TO PERSONS ON FARMS FROM FARMING, 1920-1929



The United States: A History of the Republic, Davidson and Lytle, eds. (Englewood Cliffs, NJ: Prentice Hall, 1984), pp. 552-3.

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WORKSHEET 7B

Farmers Remember the 1920s

When the writer Studs Terkel asked American farmers to recall the Great Depression of the 1930s, several began by telling about early farm depressions of the 1920s. Two of these farmers are quoted below:

Oscar Heline (Iowa farmer):

We gave the land back to the mortgage holder and then we're sued for the remainder—the deficiency judgment—which we have to pay. After the land boom of the early Twenties, the values declined constantly, until the last years of the decade. In '28, '29, when it looked like we could see a little blue sky again, we're just getting caught up with the back interest, the Thirties Depression hit....

Emil Lorkis (South Dakota farmer):

In 1924, our grain elevator went broke. Farm prices collapsed. I remember signing a personal note, guaranteeing the commission company against loss. I didn't sleep very good those nights. The banks were failing all over the state.. The squeeze was beginning to be felt. The Thirties Depression didn't come as any surprise to us. Our government had systematically done everything wrong..... We were going to take the profits out of war. The only thing we did was put a ceiling on wheat. We passed high protective tariffs, other countries retaliated...."

Adapted from *Hard Times: An Oral History of the Great Depression*, by Studs Terkel (New York: Avon, 1970), pp. 252, 261

EXERCISE

The two men quoted above mention several different aspects of the economic situation that American farmers found themselves in during the 1920s. Identify the source for each condition listed at left by checking (✔) the appropriate column.

Economic Condition	Oscar Heline	Emil Lorkis
Farmers lost their land.		
Banks failed.		
Land values dropped.		
Tariffs brought retaliation.		
Farm prices collapsed.		

WORKSHEET 7C

African-Americans in the 1920s

The account below describes conditions that African-Americans faced in the 1920s. Complete the exercise below.

THE SO-CALLED prosperity of the twenties by-passed many African-Americans. Those of us who stayed in the South and continued to work were hurt by nature as the boll-weevil destroyed millions of acres of cotton on the land we worked.

Those of us who came North did somewhat better, though most of us really struggled. Many labor unions did not allow us to become members. The jobs we did get were usually the lowest paying. In order to help raise money to pay the rent, many people I knew held house rent parties, complete with food and music. The money that they earned went towards paying the rent.

By the mid-1920s, however, there were 25 black-owned insurance companies holding policies totaling close to two billion dollars. By the end of the twenties, blacks owned 50 banks. In New York City, the Black Swan Company sold 7,000 records a day. In Chicago, Walter H. Lee ran a fleet of cabs.

EXERCISE

Pretend you were assigned to interview the person who wrote the above account; list three questions that you would have liked to ask.

Question 1 ____

____

Question 2 ____

____

Question 3 ____

____

WORKSHEET 7D

Japanese-Americans in the 1920s

After 1900, almost all anti-Asian hatred in the United States was directed against people of Japanese ancestry who were now much more numerous than the excluded Chinese. By the late 1920s, the Japanese in the United States were almost evenly divided between Issei, or first generation, and Nisei, second generation. The selection below describes the economic situation of the Nisei in the 1920s.

WE NISEI were determined to prove our worth "on the basis of merit, and merit alone." We graduated from high school with good grades, even honors, and many of us complete college. The average educational level of Nisei was two years of college—well above the national average.

Proudly holding college degrees, we saw dead-end futures waiting for us. "Practically no employment except domestic," said a Nisei YWCA worker in California in 1927, " is open to Japanese people, even though they be University graduates, except employment by their own people." One Nisei who graduated with honors in electrical engineering had difficulty finding employment, while his white classmates were able to step right into their professional field upon graduation. He drifted to Los Angeles and then to Honolulu, where he was finally able to secure a minor position in a small electrical shop that offered practically no chance for advancement.

Yoshiko Uchida reported that her sister, a Mills College graduate with a major in child development, could find no employment in her field as a certified nursery school teacher and had to work as a nursemaid. "My sister was not alone in facing such bleak employment opportunities," Uchida added.

Adapted from *Strangers from a Different Shore: A History of Asian Americans*, by Ronald Takaki (New York: Penguin Books, 1989), p. 219

EXERCISE

Pretend that you are a Nisei, or second-generation Japanese-American, in the 1920s, and prepare a "Position Wanted" advertisement using some of the information found above.

WORKSHEET 7E

Sweatshop Girl

In this reading, Sadie, a Jewish immigrant who came to the United States from Poland, describes her experiences. After reading her account, complete the exercise.

I WENT INTO domestic service. I was only a little over 13 years of age and a greenhorn, so I received $9 a month and board and lodging, which I thought was doing well. Mother made $9 a week on white goods, which means all sorts of underclothing, and is high class work.

I went to work in Allen Street (Manhattan) in what they call a sweatshop, making skirts by machine. I was new at the work and the foreman scolded me a great deal.

"Now, then," he would say, "this place is not for you to be looking around in. Attend to your work. That is what you have to do."

I did not know at first that you must not look around and talk, and I made many mistakes with the sewing, so that I was often called a "stupid animal." But I made $4 a week by working six days in the week.

I lived at this time with a girl named Ella, who worked in the same factory and made $5 a week. We had the room all to ourselves, paying $1.50 a week for it, and doing light housekeeping. We did our cooking on an oil stove. It was in Allen Street, and the window looked out of the back, which was good, because there was an elevated railroad in front, and in summer time a great deal of dust and dirt came in at the front window.

Adapted from "The Story of a Sweatshop Girl," in *Independent Living, September 1920, pp. 2279-82.*

EXERCISE

List below three facts in Sadie's story that suggest that not all people in the United States were prosperous in the 1920s.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

WORKSHEET 7F

A Coal Miner Speaks

Read the passage below and complete the exercise that follows.

MY NAME is Clair C. Cook. I live in Nanty-glo, Pennsylvania. I went to work in a mine in 1922. I was fifteen.

I started working at the Nanty-glo Coal Company. They wanted to cut our wages and change our working conditions. It was like slave labor then. The company done what they wanted to do. Whenever we wouldn't go back to work, then they went around and they'd take guys that would work, mostly foreigners to begin with. I left Nanty-glo in 1925 and went to work for Heisley.

We picketed Heisley until 1927. We were on strike for three years. We lived however we could. I worked a little bit of road work. I worked on the state road and made a few bucks over there. The Webster mine was still union so me and my Dad worked there until Webster came out on strike in 1927.

In 1925 the company was determined to cut our wages, so the union miners, the guys that belonged to the union, didn't go back. I got thrown out of company houses by the sheriff two times. We ended up in the union-built barracks in 1928.

Every night and every day there was fighting. We'd catch hold of one of the guys working, they weren't your friend then. If they were scabbing they weren't your friend.

Adapted from "Which Side Are You On?" by Alan Singer. Reprinted by permission.

EXERCISE

In the space below design a sign to convince other miners to join the union.

Learning Activity 8

Why did large numbers of African-Americans migrate from the South to cities in the North after World War I?

THEMES

Struggle for Equality; Movements of People

BACKGROUND

From 1916 to 1930, over one million African-Americans fled the South to seek jobs and a haven from the racial caste system. At the height of the Great Migration, as it was called, an estimated 400,000 African-Americans left the South between 1916 and 1918, a rate of over 16,000 a month, or 500 every day.

The reasons for leaving the South were many. The rural economy there remained generally depressed. The racism and *de jure* discrimination remained and even intensified after the failures of Reconstruction. The Ku Klux Klan was on the rise and the fear of lynching was very real. Most African-Americans were forced to earn meager livings as sharecroppers; migrant farm workers; or underpaid, unskilled laborers. What was worse, the boll weevil's destruction of the cotton plant in the years during and after World War I cost many sharecroppers their livelihood.

Industrial and economic expansion in the Northern cities, by contrast, held the promise of gainful employment and a future without squalor. Living conditions were said to be better, and factory jobs—in the automobile, steel, coal, and textile centers—carried relative prestige, security, and freedom.

Getting away was not easy. The Southern economy, still devastated by the effects of the Civil War 50 years before, depended on the exploitation of African-Americans for profits. The Southern land and business owners knew that once these workers left profits would be even more difficult to realize. To prevent the exodus, some white Southerners adopted practices such as the convict lease system, in which those waiting for northbound trains were arrested as vagrants, then handed over to planters or construction crews when unable to pay their fines. Some migrants outwitted the system by buying tickets for short distances all the way to the Mason-Dixon line.

The historian R.S. Baker has noted that "'The Great Migration' is the most noteworthy event next to emancipation, which has happened to the Negro in America." The migration was critical in the history of African-Americans for three reasons: 1) it was the first mass movement out of the South, 2) it coincided with the onset of significant industrial employment, and 3) it represented a turning point in the exercising of the rights of United States citizenship. Yet African-American migrants to the North generally experienced only limited success in their quest for economic equality and social justice. The migration resulted in marginal improvements in the lives of many, but the promise of better living conditions remained largely unfulfilled.

MAJOR IDEAS

- The migration of large numbers of people from one place to another leads to fundamental social and economic CHANGES in both locations.
- Economic POWER and political POWER are directly related.

CONCEPTS

- Change
- Choice
- Justice
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain why large numbers of African-Americans migrated from the South to the North between 1910 and 1930.
- Identify the segments of the African-American population living in the South that were most likely to be attracted to Northern

cities during the period immediately following World War I.

- Analyze the factors that facilitated and impeded the Great Migration.

DEVELOPMENT

- Distribute Worksheet 8A, "Why I Want to Leave the South — The Words of James Adams." Have students complete Exercise 1 on their own, then form groups and complete Exercise 2. After they have finished Exercise 2, have the students explain their answers to the following questions:
  - — What do we learn from this reading about conditions facing African-Americans in the South during World War I?
  - — What reasons did James's brother John give for wanting to go to Chicago?
  - — If you were James, how would you have reacted to the foreman telling you that all African-American firemen were losing their jobs?
  - — Why was James unsure about going to Chicago?
  - — If you were James, would you have listened to your brother and moved north?
- Distribute Worksheet 8B, "A Trip Through Texas, 1923." Have students read the worksheet and complete the exercise. Then have them explain their answers to the following questions:
  - — What do we learn from this account about conditions African-Americans faced in the South during the 1920s?
  - — If you had had the same experiences, what would disturb you the most? Why do you feel as you do?
  - — What might the author have done to protest the way he was being treated?
  - — What would you have done?
- Distribute Worksheet 8C, "Hope and Opportunity in the North." Have students complete the exercise, then have them explain their answers to the following questions:
  - — What do we learn from these letters?
  - — The second letter was written by the wife of a man who was already living in the North. Why do you think he decided to travel north before his family?
  - — If you were the publisher of *The Defender*, what advice would you give to African-Americans coming north?
- Distribute Worksheet 8D, "Outside the South." Have students complete the exercise on the worksheet; then have them explain their answers to the following questions:
  - — What do we learn about African-Americans in the 1920s from this worksheet?
  - — How can you explain the increase in the number of African-Americans living outside the South, as illustrated in this graph?
  - — If you were the parent of the person who wrote the letter, what would be your reaction to reading about conditions in Harlem?
  - — Keeping in mind that many such letters were written, how can you explain that by 1930 even more African-Americans than ever before came north?
  - — Could the apartment dwellers have done anything to improve their living conditions?
  - — What do we learn about African-Americans in the 1920s from the graph?
  - — How can you explain the increase in the number of African-Americans living outside the South, as illustrated in this graph?

FOLLOW-UP ACTIVITIES

Students can:

- Prepare a report about the second northward migration of African-Americans, which took place after World War II.
- Interview an individual person or members of a family who experienced one of the migrations, then share the information with the class.

WORKSHEET 8A

Why I Want to Leave the South— The Words of James Adams

Between the years 1910 and 1930, hundreds of thousands of African-Americans left the South and headed for Northern cities. In the letter below, James Adams, an African-American, describes his life in the South and the reasons why he is considering moving north. The year is 1917.

Dear ________ ,

My name is James Adams and I am a Negro living in Baton Rouge, Louisiana, with my wife and two children, ages 5 and 7. In recent years, my people have fallen upon hard times. Let me tell you my story. I was a fireman on the railroad until three years ago. A fireman fuels and takes care of the boiler on the locomotive. It was a good job, and I had done it well for ten years. Then one day the company just fired all the black firemen. I asked the foreman what was happening. He said that there was a lot of unemployment and he was ordered to fire all of us and hire white workers in our place. Since then I have had some odd jobs but to sum it up, my family is really hurting!

My brother John left here a year ago and went to Chicago. He had read an article in this newspaper, *The Defender*, advertising jobs in the Chicago stockyards. He left with his wife and kids and has never regretted his decision! The pay is much better than down here, his children are getting a better education, and there is no Jim Crow [legalized segregation and discrimination]. He wants me to come. He says that with the war in Europe, there is a lot of work, and he will try to get me a job in the yards.

Yet my parents and almost entire family is here. I really don't want to live up North in cold Chicago. My roots are here in the South. I also feel that maybe we should join together and take a stand against Jim Crow and job discrimination. But would that be best for me and for my wife and kids? I need some advice.

James

Adapted from the *Journal of Negro History*, vol. 4, July 1919

EXERCISE 1

List James Adams's problems below.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Then, pick one problem from the list above. Place an asterisk (*) to the left of it. Next, write two possible solutions to the problem and list the possible consequences of each solution.

Solution 1: ______________________________

____

Consequences: ______________________________

____

Solution 2: ______________________________

____

Consequences: ______________________________

____

What would you do if you were James Adams? ______________________________

____

____

EXERCISE 2

After your teacher has broken the class into small groups, discuss your answers to Exercise 1. Then complete the letter below to James Adams.

Dear Mr. Adams,

We are your friends from the future. We are writing from the year ______.

We live in ________________ and attend ____________________ school.

We have read your letter carefully and have considered your problem. We have decided that the best thing for you to do is:

WORKSHEET 8B

A Trip Through Texas, 1923

In the passage below, William Pickens, an African-American, describes a journey he took through Texas during 1923. After you have read his account, complete the exercise that follows.

I SIT IN A Jim Crow (segregated) car as I write. I had bought my ticket to El Paso. I was told by the Pullman conductor in a very loud and gruff voice, "Well, you can't ride in this car after you get into Texas. I suppose you know that?" The object is to "rub it in."

In El Paso I waited for my friends in the Negro waiting-room, off in one corner of the station. The main waiting-room has phone booths, ticket offices, and whatnot. In the main waiting-room I saw not only the "white people," but all the non-American "colored peoples," yellow Chinese, brown Japanese, and the many-colored Mexicans. . . When I reached the little humiliating hole assigned to "Negroes," I found there only four or five colored people, all intelligent.

I stayed in El Paso three days. Friends took me around by car so that I would be protected against the "rear-seat" treatment of the street cars. They also took me into Mexico, just a few hundred yards from Jim Crowism. In Mexico, white and black people come from Texas and gamble at the same table, drink at the same bar, and eat in the same restaurant, while the dark-skinned, almost black Mexican policeman patrols.

Then I went to buy a ticket for San Antonio. I found that colored passengers are allowed to go to San Antonio on only one train a day, and one that leaves at night. Any foreigner can travel freely, but not the mothers or wives or sisters of the black Americans who fought, bled, and died in France in the World War.

In the morning on the train I went to get some breakfast in the dining car, before 7 o'clock, before the whites got hungry. And what did I find as I passed through the whole string of cars to the rear? All the other races of the world, as usual.

In the Jim Crow car there was just one toilet and washroom for use by colored women and men. And the Jim Crow car is not a car, mind you, but only the end of a car, part of the white men's smoker, separated only by a partition that rises part of the way from the floor, so that all the sickening smoke can drift over all night and all day.

When I reached the dining-car there was not another person there. I was asked did I "want anything." I replied briefly, breakfast. Then there was confusion and much conferring. Finally I was given a seat at the end of the car where the porters eat and then a green curtain was drawn between me and the rest of the vacant dining-car!

Adapted from "A Trip Through Texas, 1923," by William Pickens, in *The Nation*, August 15, 1923.

EXERCISE

List three examples of segregation William Pickens experienced on his trip through Texas in 1923:

1. ______________________________

2. ______________________________

3. ______________________________

WORKSHEET 8C

Hope and Opportunity in the North

Below are two letters written by African-Americans wanting to travel to the North for jobs and opportunities. Both letters mention *The Defender*, a Chicago newspaper widely read by African-Americans.

Letter No. 1

Although many workers traveling north were field hands and unskilled workers, many others were skilled or semi-skilled.

> Brookhaven, Mississippi, April 24, 1917
>
> Sirs:
>
> I read in *The Defender* that there are good openings for men in small towns near Chicago. I would like to know if they are seeking laborers or mechanics. I am going to come north in a few days and need a job. Would you kindly advise me along this line? I am not particular about locating in the city. All I want is a good position where I can earn a good living. I am experienced in plumbing and all kinds of metal roofing and composition roofing. An answer from you on this subject would certainly be appreciated. Find enclosed addressed envelope for reply. Please reply early as I want to leave here not later than May 8th.

Letter No. 2

On May 15, 1917, *The Defender* began a "Great Migration Day" campaign. As a result, thousands of African-Americans headed for Northern cities.

> New Orleans, Louisiana, May 2, 1917
>
> Dear Sir:
>
> Please Sir, will you kindly tell me what is meant by the great Northern Drive to take place May the 15th, on Tuesday. It is a rumor all over town to be ready for the 15th of May to go in the drive. *The Defender* first spoke of the drive the 10th of February. My husband is in the North already preparing for our family, but hearing that the excursion will be $6 from here north on the 15th and having a large family, I could profit by it if it is really true. Please write me at once and say if there is an excursion to leave the South. Nearly the whole of the South is getting ready to join the drive. Please write at once.

Letters adapted from *Farewell We're Good and Gone: The Great Black Migration*, Carole Marks, ed. (Bloomington, IN: University of Indiana Press, 1989), pp. 23, 30, 31.

EXERCISE

The letters you have read give some reasons why African-Americans wanted to leave the South and live in the North. But it was not always easy to leave and start a new life in Northern cities. Imagine that you are a poor person with a family who yearns for a better life in the North. List some of the problems a person or family might have trying to move to the North. Place a * next to the problem that you believe would have been the most serious.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

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WORKSHEET 8D

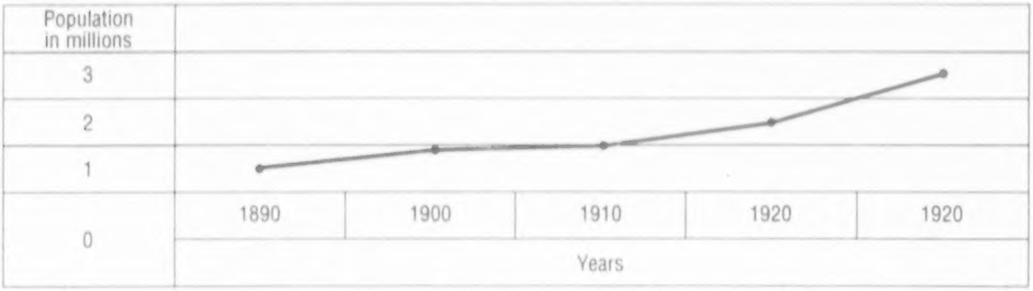
Outside the South

Read the letter and graph below and complete the exercise that follows:

> Dear Mother and Father,
>
> I live in a one-room apartment in a section of New York City called Harlem. One of my neighbors told me that the building owner took what used to be a seven-room apartment and divided it into seven apartments. In each apartment there is a small gas stove and sink. The white tenants who lived here before paid $50 a month for all seven rooms. Each of the seven separate apartments now rents for $42 a month.
>
> The four of us are pretty crowded in this one-room apartment but there are five or six people sharing other apartments. What makes things real difficult is that there's only one toilet for the thirty or so people who live in this house.
>
> The wages are higher here than back home. It costs more to live here too. As they say, "They give you big money for what you do, but they charge you big things for what you get."

Adapted from *American Voices*, Carol Berkin, ed. (Glenview, IL: Scott Foresman, 1992), p. 468

American Blacks Living Outside the South



EXERCISE

Determine which statements below can be supported by the information appearing in Worksheet 8D and place a check (✔)in the appropriate box.

Statements	**Can be supported by information on worksheet**	**Cannot be supported by information on worksheet**
Approximately one million African-Americans lived outside the South in 1910.		
Most African-Americans lived better in the North than in the South.		
By 1930, more African-Americans lived in the North than in the South.		
Some landlords in the North took advantage of African-Americans' need for housing.		

Learning Activity 9

How did the Harlem Renaissance help shape American culture?

THEMES

Contributions; Struggle for Equality

BACKGROUND

Harlem's African-American community experienced unprecedented cultural growth between 1910 and 1930. African-American veterans of World War I returned home with experiences that forged a new social and political awareness and a modern cosmopolitanism, all of which soon found expression in an environment of newly invigorated social activism, arts, and letters. Artists, politicians, intellectuals, professionals, and entrepreneurs were all drawn to New York City to participate in activities that centered around the celebration and consideration of African-Americans and their culture.

The idea of "Negritude," a term that originally referred to an intellectual and emotional climate in which French-speaking West Africans and West Indians identified with and were influenced by the achievements and ideas of the Harlem Renaissance, came into vogue. It came to signify a belief that African-Americans could alter and enrich Western culture, values, and art.

The effects of the Harlem Renaissance went beyond the Harlem community itself. People of all races and nationalities flocked to Harlem to experience its rich culture. The writings of Langston Hughes, Zora Neale Hurston, and Countee Cullen were read around the world. In the performing arts, Josephine Baker, Paul Robeson, and Louis Armstrong won international acclaim. Such notable white artists as Eugene O'Neill, George Gershwin, and Gertrude Stein used African-American themes and ideas in their works.

The Harlem Renaissance was sustained, in part, by influential philanthropists and patrons. Wealthy African-Americans such as Alelia Walker Robinson helped organize support for young artists and entrepreneurs. The NAACP and the Urban League raised funds for writers. White patrons also supported the work of black artists and intellectuals. In addition, three important magazines, the NAACP's *Crisis* and *Messenger* and the Urban League's *Opportunity*, were founded and published the works of many African-American writers during this period.

The Harlem Renaissance not only transformed New York City's African-American community, but was to have a major impact on the consciousness of the city, the nation, and the world.

MAJOR IDEA

- The artistic, social, and political activities of the Harlem Renaissance reflected and influenced the CULTURE, beliefs, and values of the local and national communities.

CONCEPTS

- Change
- Culture
- Identity

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe some of the contributions African-Americans made to the thought and culture of the United States during the Harlem Renaissance.
- Explain certain themes and ideas that were expressed in the writings of African-Americans of the era.
- Assess the impact of the Harlem Renaissance on the culture of the United States.

DEVELOPMENT

- Distribute Worksheet 9A, "The Harlem Renaissance." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What do we learn from this reading?
  - — What does this reading tell us about the Harlem Renaissance of the 1920s?

- Why does Langston Hughes describe this period as a "swell time while it lasted"?
- Why did some African-Americans believe that the race problem had been solved?
- What is your reaction to Langston Hughes' feeling that the swell time "wouldn't last too long"?
- What do you think Hughes's mood was when he wrote this account? Why do you think his memories might not have been just ones of happiness as he looks back?

• Distribute Worksheet 9B, "The Poetry of Langston Hughes." After the class has read the poems and completed the exercise, have them explain their answers to the following questions:

- What are these poems about?
- What do these poems tell us about the subjects of the Harlem Renaissance?
- What is your reaction to *I, Too* ?
- What words in the poem *I, Too* suggest that there is hope that prejudice and discrimination will be reduced?
- What is your reaction to *The Negro Speaks of Rivers* ?
- Can you think of reasons why Langston Hughes may have written the poem *The Negro Speaks of Rivers*? What lines in the poem suggest that Langston Hughes has made a connection with his African past?
- Do you think these poems would be popular if written today?

• Distribute Worksheet 9C, "Blues and Jazz in the Harlem Renaissance." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

- What do we learn about the Harlem Renaissance from this worksheet?
- How can you explain the term "blues" to describe a form of music?
- What do you think the blues sounds like?
- Are the blues and jazz popular today?

• Distribute Worksheet 9D, "The Negro's Tragedy." Have students read and discuss the poem and work in pairs to complete the exercise. Then have them answer the following questions:

- What is this poem about?
- How can you explain the title of the poem, *The Negro's Tragedy*?
- What experiences and social conditions may have motivated Claude McKay to write the poem *The Negro's Tragedy*?
- What lines in the poem reflect the problems African-Americans have faced in America?
- What do you think McKay means when he says that "no white man could write my book"?
- Would McKay's poem accurately describe conditions today?

• Distribute Worksheet 9E, "The Effects of the Harlem Renaissance." Have students read the selections and complete the exercise. Then have the class answer the following questions.

- What is this selection about?
- According to James Weldon Johnson, what important changes have been brought about as a result of the Harlem Renaissance?
- How important to the struggle for equal rights were the accomplishments of the artists Johnson mentions?

FOLLOW-UP ACTIVITIES

• Have pupils do in-depth studies of the Harlem Renaissance. Students might study a particular art form or a specific artist active in the Harlem Renaissance. The lists on the following page will help pupils get started. Students can visit the Schomburg Library, located at 515 Malcolm X Blvd. (at 135th Street) in Manhattan.

Writers

Arna Bontemps
Sterling Brown
Countee Cullen
W.E.B. DuBois
Jessie Fauset
Rudolph Fisher
Marcus Garvey
Zora Neale Hurston
Fenton Johnson
Georgia Douglass Johnson
Alain Locke
Nella Larsen
Jean Toomer
Eric Waldron
Walter White

Artists

Charles Alston
Richmond Barthe
Aaron Douglas
Meta Warrick Fuller
Palmer Hayden
Sargent Johnson
Henry Tanner

Performers and Musicians

Marian Anderson
Charles Gilpin
Taylor Gordon
W.C. Handy
Richard B. Harrison
Roland Hayes
Hall Johnson
J. Rosamond Johnson
Rose McClendon
Paul Robeson
Bessie Smith
Fredi Washington
Frank Wilson

- Have students role-play James Weldon Johnson visiting their classroom today, commenting on what he wrote.
- Teachers, perhaps in cooperation with their school's music teacher, can bring in recorded examples of blues and jazz from the 1920s for students to hear.
- Have the class stage their own cultural celebration or "Renaissance" with examples of their writing, artwork, and musical, dramatic, or dance performances.

WORKSHEET 9A

The Harlem Renaissance

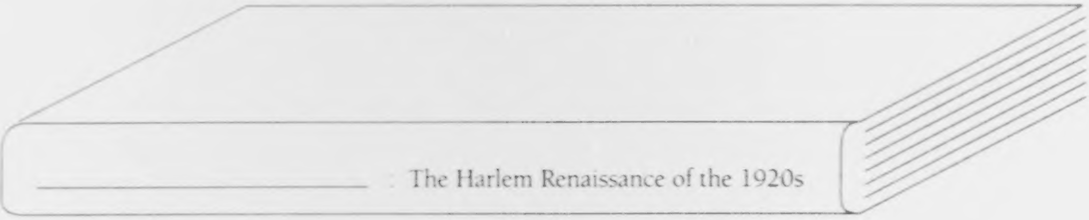
During the 1920s, African-Americans participated in an important period of cultural activity that has come to be called the Harlem Renaissance (rebirth). The famous poet Langston Hughes describes the period below:

> THE SO-CALLED Negro or Harlem Renaissance of the 1920s was a period when, at almost every Harlem uppercrust dance or party, one would be introduced to various distinguished white celebrities there as guests. It was a period when local and visiting royalty were not at all uncommon in Harlem.
>
> It was a period when every season there was at least one hit play on Broadway acted by a Negro cast. And when books by Negro authors were being published with much greater frequency and much more publicly than ever before. It was a period when white writers wrote about Negroes more successfully (in terms of the money they made) than Negroes did about themselves. It was the period when the Negro was in style.
>
> White people began to come to Harlem in droves. For several years they packed the expensive Cotton Club on Lenox Avenue. But I was never there, because the Cotton Club was a Jim Crow club for gangsters and whites with money. They were not cordial to Negro customers unless you were a celebrity.
>
> I was in Harlem during the Renaissance. I had a swell time while it lasted. But I thought it wouldn't last long. Some Harlemites thought the race problem had at last been solved.

Adapted from *The Big Sea* by Langston Hughes (New York: Hill and Wang, 1940). Reprinted by permission.

EXERCISE

If you were to write a book about the Harlem Renaissance, what would you call it? Use the reading above to give you ideas. Write the title on the book cover below.


_______________________ : The Harlem Renaissance of the 1920s

WORKSHEET 9B

The Poetry of Langston Hughes

Langston Hughes (1902-1967) was a writer of many talents. He was a poet, essayist, journalist, novelist, short-story writer, playwright, translator (of Spanish and French literature), lyricist, and newspaper columnist. However, he was best known as a poet. Two of his most famous poems, *The Negro Speaks of Rivers* (1921) and *I, Too* (1926), appear below. After you have read these poems, complete the exercises below.

The Negro Speaks of Rivers

I've known rivers:
I've known rivers ancient as the world and older than the flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.
I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids about it.
I heard the singing of the Mississippi when Abe Lincoln went down to New Orleans, and I've seen its muddy bosom turn all golden
in the sunset.
I've known rivers:
Ancient, dusky rivers.

My soul has grown deep like the rivers.

I, Too

I, too, sing America.
I am the darker brother
They send me to eat in the kitchen
When company comes,
But I laugh
And eat well
And grow strong
Tomorrow,
I'll be at the table
When company comes
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed, —

I, too, am America.

From *Selected Poems of Langston Hughes*, New York: Alfred A. Knopf, 1926. Reprinted by permission.

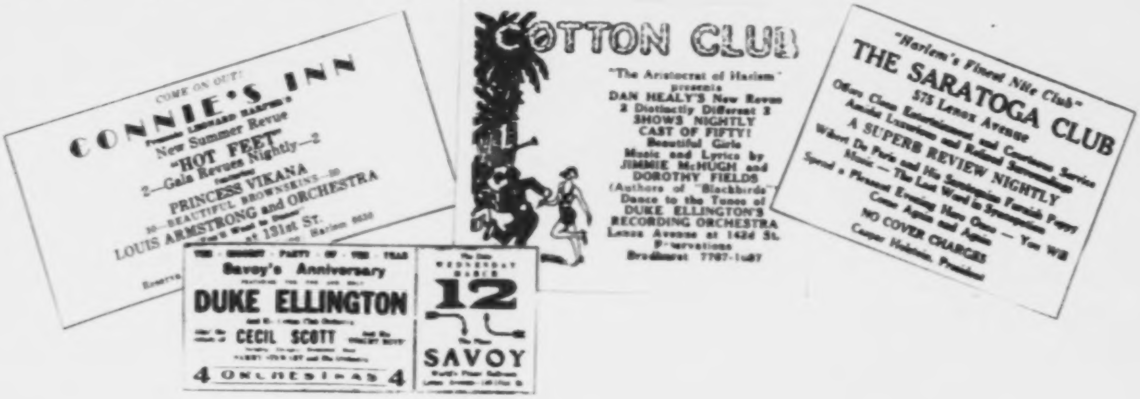
EXERCISE

Write what you think each quote from Langston Hughes's poems means in the right-hand column.

Quote	Meaning
I looked upon the Nile and raised the pyramids above it.	
My soul has grown deep like the rivers.	
Tomorrow, I'll be at the table when company comes.	
I, too, am America.	

Blues and Jazz in the Harlem Renaissance

Many styles of music, including jazz and the blues, were made popular in Harlem in the 1920s. In the excerpt below, Francis "Doll" Thomas, a performer during the Harlem Renaissance and part of the theater scene, recalls the time. After you have studied the posters and read his account, complete the exercise that follows:


COME ON OUT!
CONNIE'S INN
New Summer Revue
"HOT FEET"
2—Gala Revues Nightly—2
PRINCESS VIKANA
30—BEAUTIFUL BROWNSKINS—30
LOUIS ARMSTRONG and ORCHESTRA
at 131st St.
COTTON CLUB
"The Aristocrat of Harlem"
presents
DAN HEALY'S New Revue
2 Distinctly Different 2
SHOWS NIGHTLY
CAST OF FIFTY!
Beautiful Girls
Music and Lyrics by
JIMMIE McHUGH and
DOROTHY FIELDS
(Authors of "Blackbirds")
Dance to the Tunes of
DUKE ELLINGTON'S
RECORDING ORCHESTRA
Lenox Avenue at 142d St.
Reservations
Bradhurst 7767-1687
"Harlem's Finest Nite Club"
THE SARATOGA CLUB
575 Lenox Avenue
A SUPERB REVIEW NIGHTLY
NO COVER CHARGES
Savoy's Anniversary
DUKE ELLINGTON
CECIL SCOTT
4 ORCHESTRAS 4
12
SAVOY

This Fabulous Century. Vol III, 1920-1930 (New York: Time-Life Books, 1969), pp. 84-85.

> The 1920s was about the beginnin' of the blues. The queen of blues was Bessie Smith. Bessie traveled with her own group of musicians. I first heard the blues in joints [clubs]. The theater business was so segregated, there was no place else to go.
>
> I knew Scott Joplin [a famous ragtime composer] very well. There were plenty of piano players and plenty of musicians who could play as well as Joplin could, but the thing that made him different from all the rest, he was the only one that could write the notes on paper.
>
> We opened up the Lafayette club with a musical, "Darktown Follies." It was so popular that we brought syncopation [a style of playing that stresses the beat] to the white music. The music was ragtime with an orchestra. Only they didn't call it ragtime, on account of the churches. According to them, that was the devil's music, so we had to give it another name. We called it "jazz."

Adapted from *You Must Remember This*, by Jeff Kisseloff. (New York: Harcourt Brace Jovanovich, 1989). Reprinted by permission.

EXERCISE

Complete the last sentence of Thomas's memories of the 1920s:

I will always remember the 1920s for: ______________________________

____

____

____

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WORKSHEET 9D

The Negro's Tragedy

The Harlem Renaissance was not just an artistic and cultural celebration. It was also concerned with the African-American struggles for civil and human rights. African-Americans who were part of the Harlem Renaissance used literature, drama, and art to express their views on prejudice, discrimination, and racial violence. The poem below was written by a Jamaican-American, Claude McKay, one of the most famous poets of the Harlem Renaissance. After you have read the poem, complete the exercise.

The Negro's Tragedy

It is the Negro's tragedy I feel
which binds me like a heavy iron chain,
it is the Negro's wounds I want to heal
because I know the keenness of his pain.
Only a thorn-crowned Negro and no white
can penetrate into the Negro's ken [mind]
or feel the thickness of the shroud veil of night
which hides and buries him from other men.
So what I write is urged out of my blood.
There is no white man who could write my book,
though many think their story should be told
of what the Negro people ought to brook. [endure]
Our statesmen roam the world to set things right.
This Negro laughs and prays to God for light!

From *Harlem Shadows* by Claude McKay (New York: Harcourt Brace Jovanovich, 1922), p. 55. Reprinted by permission

EXERCISE

In the left-hand column are lines from Claude McKay's poem, "The Negro's Tragedy." In the right-hand column, write what you think each line means.

Line from Poem	Meaning
It is the Negro's wounds I want to heal because I know the keenness of his pain.	
So what I write is urged out of my blood. There is no white man who could write my book.	
Our statesmen roam the world to set things right. This Negro laughs and prays to God for light!	

WORKSHEET 9E

The Effects of the Harlem Renaissance

Near the end of the period known as the Harlem Renaissance, James Weldon Johnson wrote an essay called "Race Prejudice and the Negro Artist," from which the selection below was taken. Johnson was the first African-American executive secretary of the National Association for the Advancement of Colored People (NAACP). He also wrote the Negro National Anthem, which is still sung today. It is called "Lift Ev'ry Voice and Sing." After you have read the passage below, complete the exercise that follows.

A great deal was been accomplished in this decade of "renaissance." Enough has been done to make it seem almost amazing when we realize that there are fewer than 25 Negro artists who are famous across the country; and that they have done most of the work. Most of what they have done has been to get publicity for the race. A generation ago the Negro was receiving lots of publicity, but nearly all of it was bad. There were front page stories with such headings as, "Negro Criminal," "Negro Brute." Today one may see undesirable stories, but one may also read stories about Negro singers, Negro actors, Negro authors, Negro poets.

Adapted from "Race Prejudice and the Negro Artist," by James Weldon Johnson. In *Harper's Magazine*, Vol. CLVII, November 1928, pp. 769-776

EXERCISE

After you have read the excerpt from Johnson's essay, read the following conversation between an African-American grandmother and Janice, her granddaughter. Then complete the conversation in your own words.

Grandmother: Where are you, Janice?

Janice: I'm up in the attic. I'm cleaning it out.

Grandmother: Good. Just don't throw out anything important.

Janice: I won't. (Comes down with a box of books.)

Grandmother: What are you doing with those books?

Janice: I'm throwing these books away!

Grandmother: Why?

Janice: They're so old!

Grandmother: Don't throw them away! I bought these books when I was very young. Look at these titles! Books by Langston Hughes... James Weldon Johnson... Zora Neale Hurston...

Janice: Why are these books so important? Why do we have to keep them?

Grandmother: Janice, we have to keep these books because:

____

____

____

Learning Activity 10

What were the major ideas that led the emerging struggle for racial equality between the wars?

THEME

Struggle for Equality

BACKGROUND

African-Americans used different ways to fight the racism that was pervasive and systemic in early 20th-century America. Booker T. Washington, W.E.B. DuBois, Marcus Garvey, and A. Philip Randolph, among others, attempted to galvanize African-Americans into a concerted effort in the struggle for human and civil rights.

For many, Booker T. Washington's position symbolized the search for improved educational opportunities. Washington was convinced that skilled African-American workers and business persons would become valuable to the nation's economy. They would, in turn, improve the social and economic conditions of blacks. Publicly speaking out against the folly and injustice of Jim Crow segregation, he nevertheless urged his followers to work devotedly in whatever profession, be it domestic service, agriculture, or commerce.

Dr. William E.B. DuBois had fundamental differences with Washington and espoused a second philosophy. While he saw merit in Washington's vocational education ethic, he also argued for higher education for African-Americans. He called for a relentless struggle against racism and discrimination. For DuBois, the goals of equity and inclusion could not be realized outside politics.

Marcus Garvey took an entirely different position. A native of Jamaica, he founded the Universal Negro Improvement Association. One tenet of his philosophy was that since African-Americans would never achieve equality, a return to Africa would be the best solution. His opposition to integration gained support among the Ku Klux Klan and other white-supremacist, separatist groups.

A. Philip Randolph, a socialist and labor organizer, believed racial integration in the labor movement held the key to achieving racial equality. In the 1920s and 1930s, he fought for equal rights for African-Americans in the labor movement. He continued his work in the 1940s, fighting for equal rights for African-Americans in the Armed Forces. In 1955 he became vice president of the American Federation of Labor/Congress of Industrial Organizations (AFL-CIO), and in 1963, he helped organize the historic March on Washington.

MAJOR IDEA

- Social and political injustices of the 1920s generated a variety of responses from the African-American community.

CONCEPTS

- Change
- Human Rights
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the major ideas of Washington, DuBois, Randolph, and Garvey concerning racial equality and relations.
- Compare and contrast these four major platforms.
- Choose one platform that offered the best way to improve the economic and political status of African-Americans, achieve racial equality, and reduce racism.

DEVELOPMENT

- Divide the class into groups of four. Distribute Worksheets 10A-10D, "Chapters From My Experience by Booker T. Washington," "W.E.B. DuBois's Program for Racial Equality," "The Hopes of Marcus Garvey," and "The Story of A. Philip

Randolph." Have each student read one of the selections and complete the accompanying exercise. Then have the group members each contribute from their reading to complete the chart that follows. After they have completed the exercise, have students explain their answers to the following questions:

- — What information do we get from these worksheets?
- — How would you compare the ideas of Washington, DuBois, Garvey, and Randolph? What are the major similarities in their views? What are the major differences?
- — What reasons does DuBois give to explain his disagreement with Washington?
- — If they were alive today, which of these men do you think would receive the strongest support in the African-American community for his views? Explain.
- — Can you think of other influential African-Americans whose ideas resemble those of Washington, DuBois, Garvey, or Randolph? Who are they? How are their views similar to the four we have studied here? How are they different?
- — Which philosophy for combating racism do you most agree with? Why?

FOLLOW-UP ACTIVITIES

Students can:

- Research the lives of W.E.B. DuBois, Booker T. Washington, Marcus Garvey, and A. Philip Randolph.
- Draw a time-line with illustrations of events in the lives of these figures.
- Role-play a talk show in which all four of these men are present to express their views about combating racism.
- Create a series of questions for a poll in which African-Americans would be asked whether or not they would support a "Back to Africa" movement today. Students can then report on the reasons given for or against supporting such a movement.

WORKSHEET 10A

Chapters From My Experience by Booker T. Washington

Booker T. Washington made the following statement regarding a variety of issues confronting African-Americans in the early 1900s.

> IN MY OPINION, the Negro should seek constantly in a straight-forward manner to make friends of the white man by whose side he lives.
>
> The first thing to which my critics objected was my plan for teaching trades to the Negro. It seemed to these critics that in teaching colored people to work with their hands I was giving in to the racist public opinion in the South. Some of them thought, probably, that I did not really believe in teaching trades myself; but in any case they were opposed to giving in no matter whether the idea was good or bad.
>
> Segregation is ill-advised because:
>
> 1. It is unjust.
> 2. It invites other unjust measures.
> 3. It will not be productive of good, because practically every thoughtful Negro resents its injustice and doubts its sincerity. Any race adjustment based on injustice finally defeats itself.
> 4. It is unnecessary.
> 5. It is inconsistent. The Negro is segregated from his white neighbor, but white businessmen are not prevented from doing business in Negro neighborhoods.
> 6. There has been no case of segregation of Negroes in the United States that has not widened the gap between the two races. Wherever a form of segregation exists it has angered the Negro and harmed more or less the white man's morality. That the Negro does not express this constant sense of wrong is no proof that he does not feel it.

Adapted from "Booker T. Washington Pro and Con," Booker T. Washington. In *World's Work* November 1910, and *The New Republic*, December 4, 1915.

EXERCISE

Fill in the chart below by explaining in your own words what each of the following statements by Washington means, then indicating whether you agree or disagree with the statement.

Statement	Meaning	Agree or Disagree
The Negro should seek constantly in a straight-forward manner to make friends with the white man.		
Any race adjustment based on injustice finally defeats itself.		
That the Negro does not express this constant sense of wrong is no proof that he does not feel it.		

W.E.B. DuBois's Program for Racial Equality

In this reading selection, W.E.B. DuBois criticizes Washington's ideas.

> IT HAS BEEN claimed that the Negro can survive only through giving up. Mr. Washington asks that black people give up, at least for the present, three things: first, their voice in government; second, their demand for equal rights; third, the higher education of Negro youth. All this while they concentrate on learning a trade, making money, and making friends with the South.
>
> This policy has been followed for over 15 years. As a result, this is what has occurred:
>
> 1. The disenfranchisement [loss of voting rights] of the Negro.
> 2. The legal creation of second class citizenship for the Negro.
> 3. The steady withdrawal of aid from colleges and universities for the higher training of the Negro.
>
> The question then comes: Is it possible that nine million Negroes can make effective economic progress without their political rights, made to be like servants, and allowed only the smallest chance to develop their best men? If history and reason give any answer to this question, it is "No."

Adapted from *The Soul of Black Folk*, W.E.B. DuBois. (New York: Penguin Books, 1989). Reprinted by permission.

EXERCISE

Fill in the chart below by explaining in your own words what each of the following statements by DuBois means, then indicating whether you agree or disagree with the statement.

Statement	Meaning	Agree or Disagree
It has been claimed that the Negro can survive only through giving up.		
A result of following Washington's policies has been the legal creation of second class citizenship for the Negro.		
If history and reason give any answer to the question of whether Negroes can make economic progress without their political rights, it is "No."		

WORKSHEET 10C

The Hopes of Marcus Garvey

In this selection, Marcus Garvey gives his ideas on how African-Americans can solve the problems of racial inequality.

> THE UNIVERSAL NEGRO Improvement Association has been organized for the purpose of bettering our condition industrially, commercially, socially, religiously, and politically. We are organized not to hate other men, but to lift ourselves, and to demand respect of all humanity.
>
> We declare that the entire Negro race must be freed from the factory and farm work, which is little better than slavery. Men of the Negro race, let me say to you that a greater future is in store for us. We have no cause to lose hope. We are calling upon the 400 million Negroes of the world to take a stand for a free race and a nation of our own. We are determined that we shall have a free country, a flag, and a government second to none in the world.
>
> The thoughtful and hard-working members of our race want to go back to Africa, because we realize it will be our only hope. We cannot all go in a day or year, 10 or 20 years. It will take time but we feel that with proper help for 50 years, the problem can be solved. We do not want all the Negroes to go to Africa. Some are no good here, and naturally will be no good there. The Negro who is fighting for social equality will naturally pass away in 50 years, and yield his place to the forward-looking Negro who wants a society and country of his own.

From *Philosophy and Opinions of Marcus Garvey*, edited by Amy Jacques Garvey (New York: Atheneum, 1968). Reprinted by permission.

EXERCISE

Fill in the chart below by explaining in your own words what each of the following statements by Garvey means, then indicating whether you agree or disagree with the statement.

Statement	Meaning	Agree or Disagree
We are organized not to hate other men, but to lift ourselves, and to demand respect of all humanity.		
The thoughtful and hard-working members of our race want to go back to Africa, because we realize it will be our only hope.		
The Negro who is fighting for social equality will naturally pass away in 50 years, and yield his place to the forward-looking Negro who wants a society and country of his own.		

WORKSHEET 10D

The Story of A. Philip Randolph

In the selection below, the African-American civil rights and labor leader A. Philip Randolph explains how he developed his thoughts on combating racism.

> I was the youngest son of a poor Florida preacher. In high school, I identified with the ideas of W.E.B. DuBois. However, I also sympathized with Booker T. Washington's emphasis on industrial wages as a key to black development.
>
> I moved to Harlem in 1911. There, I realized how the struggle for decent wages and working conditions is tied to the fight for equal rights. So, I led black support for labor strikes in Paterson, New Jersey, and Lawrence, Massachusetts.
>
> In 1920, I ran for New York State Comptroller as Socialist and received 200,000 votes. United States Attorney General Mitchell Palmer called me "the most dangerous black in America."
>
> In 1925, the Sleeping Car Porters Union invited me to become a union organizer. Since that time I have struggled to build the union. Achieving equal rights without food on the table will be meaningless.

Adapted from *The Encyclopedia of the American Left*, edited by Buhle, Buhle, and Georgakas. (New York: Garland Publishing, 1990), pp. 642-643.

EXERCISE

Statement	Meaning	Agree or Disagree
I identified with the ideas of DuBois. However, I also sympathized with Booker T. Washington's emphasis on industrial wages as a key to black development.		
The struggle for decent wages and working conditions is tied to the fight for equal rights.		
Achieving equal rights without food on the table will be meaningless.		

Group Exercise

Compare the ideas of Booker T. Washington, W.E.B. DuBois, Marcus Garvey, and A. Philip Randolph. Tell how each individual might have responded to the issues and topics listed in the left-hand column. If no opinion was given in the readings, write "Not Available." Finally, give your opinion of each man's ideas.

Issue or Topic	Washington	DuBois	Garvey	Randolph
Segregation				
Education				
Equal rights				
Employment				
Future relations between races				
Your opinion about their ideas				

Learning Activity 11

What were the major causes of the Great Depression?

BACKGROUND

The stock market crash of October 29, 1929, has often been cited as the cause of the Great Depression. The Crash followed a particularly brisk period of panicky selling on the stock market. With declining values on stocks, bonds, and mortgages, billions of dollars in paper assets simply dissolved. However, this event, though significant, was merely a symptom of the economic instability in the United States and the world at that time. The economic aftermath of World War I, the rapid transformation of industry and production, and risky investor and consumer spending foretold the economic disaster.

World War I demanded huge capital investments and a major restructuring of industry. War debts multiplied because the United States made substantial loans to allied nations. The postwar German economy was in chaos, and it was hard pressed to pay reparations to the victorious Allies under the terms of peace. The Dawes Plan of 1924, an attempt to restructure war debts, had only limited success, for it failed to stave off the collapse of war reparations payments in 1931.

In the United States, overproduction and overinvestment in various industries contributed to economic instability. For example, more automobiles were being produced than consumers could purchase. Production was outpacing consumption: an ominous trend that went unchecked.

The 1920s saw a rise in the number of sensational reports of stock manipulations, inflated prices, and questionable investment practices. Rather than relying on cash payments, for example, brokers used millions of dollars in loans to help finance their clients' stock purchases. When payments on the loans fell due, new cash infusions were required from clients, or brokers would have to push sales in a declining market. Americans were also concerned about the increasing cost of living and declining incomes. They were alarmed by huge, excessive profits racked up by business tycoons called "profiteers," while poorer Americans struggled to survive in the unstable economy.

Declining incomes reduced corporate and household savings by billions of dollars after 1929. Defaults on debts, particularly in home mortgages, forced more banks and financial institutions into insolvency. Worried depositors withdrew money at alarming rates. Between 1929 and 1932, 5,000 banks failed. The effects of the Great Depression were global, devastating the economies of many nations and the lives of millions of people.

MAJOR IDEA

- Many economic factors in the United States and the world caused the Great Depression of the 1930s.

CONCEPTS

- Change
- Interdependence
- Political System
- Technology

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify economic conditions that led to the Great Depression.
- Discuss strategies that might have prevented the Great Depression.

DEVELOPMENT

- **Note to teacher:** Before you distribute the worksheets included in this learning activity, it might be necessary to spend time finding out what students already know about the stock market, perhaps by having them engage in semantic mapping. Additional basic information might still need to be provided if students are to begin to understand the 1929 "Crash." Students may know that the stock exchanges are located in lower New York City in the area called "Wall Street," and that the prices of stocks appear in the daily newspapers. If students do not know, explain to them that companies sell stock (shares of the company) as a way to raise money. The price of a stock depends on how much people are willing to pay for it and how many people want to buy it. Tell students that during the 1920s thousands of people bought stock, often with borrowed money, and the prices of stock kept rising. As long as the prices rose, stock buyers and sellers could get rich.

- Distribute Worksheet 11A, "The Stock Market Crash: Before and After." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What information do we get from this worksheet?
  - — What does this worksheet tell us about the stock market crash?
  - — How can you explain the attitudes expressed about a) making money in the stock market and b) the leaders of big business before the stock market crashed?
  - — How can you explain the attitudes expressed after the stock market crash?
  - — What do you think it might have been like to have been on the floor of the stock market on the day of the crash?
  - — How do you think the stock market crash affected the following groups: a) workers, b) business people, c) the elderly, d) students?
- Distribute Worksheet 11B, "Stock Market Crash Diagram." Have students fill in the title of the diagram, then have them explain their answers to the following questions:
  - — What do you see in this diagram?
  - — What does this diagram tell us about the Depression?
  - — What title did you give this diagram?
  - — Based on what you see in this diagram, what do you think could have been done to prevent the Depression, once the stock market crashed?
  - — Based on this diagram, what caused the Depression?
- Distribute Worksheet 11C, "Credit Purchases — 1920s." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What do we learn from this worksheet?
  - — How do you think this worksheet helps to explain the causes of the Depression?
  - — To what degree do you think purchases on credit caused the Depression?
  - — Should the government have done anything to prevent buying on credit ? Explain.
- Distribute Worksheet 11D, "Causes of the Great Depression." Assign students the roles of Moderator, Economists Nos. 1, 2, 3, 4, and 5. Have students enact the play on the worksheet, have them complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What do we learn from this play?
  - — How do the economists explain the reasons for the Depression?
  - — To what degree were each of the following responsible for the Depression: a) big business, b) unequal distribution of wealth, c) unwise stock market investors, d) consumer credit buyers, e) the federal government?
  - — What factors do you think contributed most to the Depression?
  - — Based on what you heard in the play, what steps should we take in the United States to prevent another depression?

FOLLOW-UP ACTIVITIES

Students can:

- Take a class trip to the New York Stock Exchange to investigate the kinds of activities that occur there.
- Interview an adult who has credit accounts and find out what the individual thinks about the advantages and disadvantages of credit, then share their information with the class.

WORKSHEET 11A

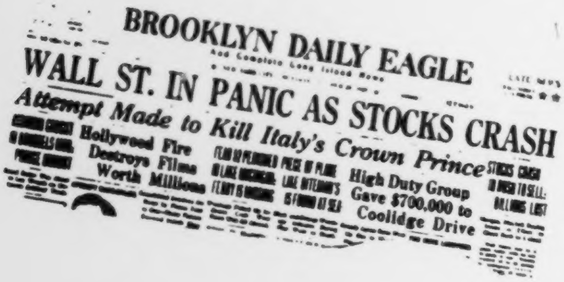
The Stock Market Crash: Before and After

The newspaper clippings below announce events that in many people's minds caused the Great Depression. Read the clippings. Also read the statements that describe "before" and "after" the events reported in the newspaper.

BEFORE...

"In 1929 the Stock Market was a gambling casino with loaded dice. The few sharks taking advantage of the multitudes of suckers. I saw shoeshine boys buying $50,000 worth of stock with $500 down. Everything was bought on hope."

"The common folks believe in their leaders. We no longer look upon the leaders of big business as dignified crooks. Have we not heard their voices over the radio? We are familiar with their thoughts, ambitions, and ideals. They have expressed them to us almost as a person talks to a friend."



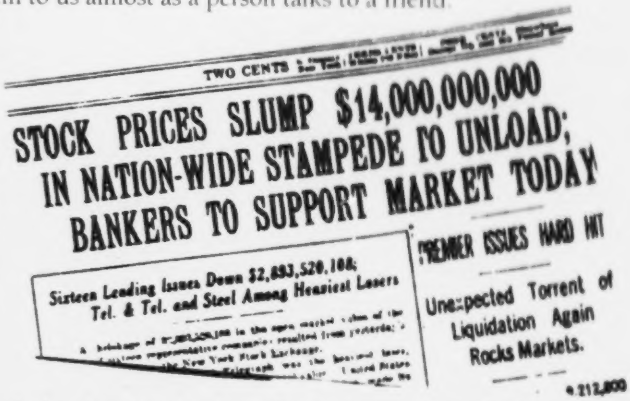
BROOKLYN DAILY EAGLE

WALL ST. IN PANIC AS STOCKS CRASH

Attempt Made to Kill Italy's Crown Prince

Hollywood Fire Destroys Films Worth Millions

High Duty Group Gave $700,000 to Coolidge Drive



TWO CENTS

STOCK PRICES SLUMP $14,000,000,000 IN NATION-WIDE STAMPEDE TO UNLOAD; BANKERS TO SUPPORT MARKET TODAY

Sixteen Leading Issues Down $2,893,520,108; Tel. & Tel. and Steel Among Heaviest Losers

PREMIER ISSUES HARD HIT

Unexpected Torrent of Liquidation Again Rocks Markets.

AFTER...

"Everybody is shouting. They're all trying to reach the glass booth where the clerks are. Everybody wants to sell out. The boy at the quotation board is running scared. He can't keep up with the speed of the way the stocks are dropping. The guy who runs the board is stand-ing at the back of the booth, on the telephone. I can't hear what he's saying. But a guy near me shouts, 'The son-of-a-gun has sold me out.'"

"A cigar stock at the time was selling for $115 a share. The market collapsed. I got a call from the company president. Could I loan him $200 million? I refused, because at the time I had to protect my own fences, including those of my closest friends. His $115 stock dropped to $2 and he jumped out of the window of his Wall Street office. On Wall Street the people walked around like zombies. You saw people who yesterday rode around in Cadillacs lucky now to have carfare. One of my friends said to me, If things keep on as they are, we'll all have to go begging. I asked, 'Who from?'"

The United States and Its People, David C. King, ed. (Menlo Park, CA: Addison-Wesley, 1993), pp. 552,560,562.

EXERCISE

Pretend you are one of the following: an employee for a large company; a person who owns a business; an elderly person; a student working to go to college. Write a diary entry below describing how you believe the stock market crash will affect you:

October 27, 1929

Dear Diary,

Today the stock market crashed. ______________________________

____

____

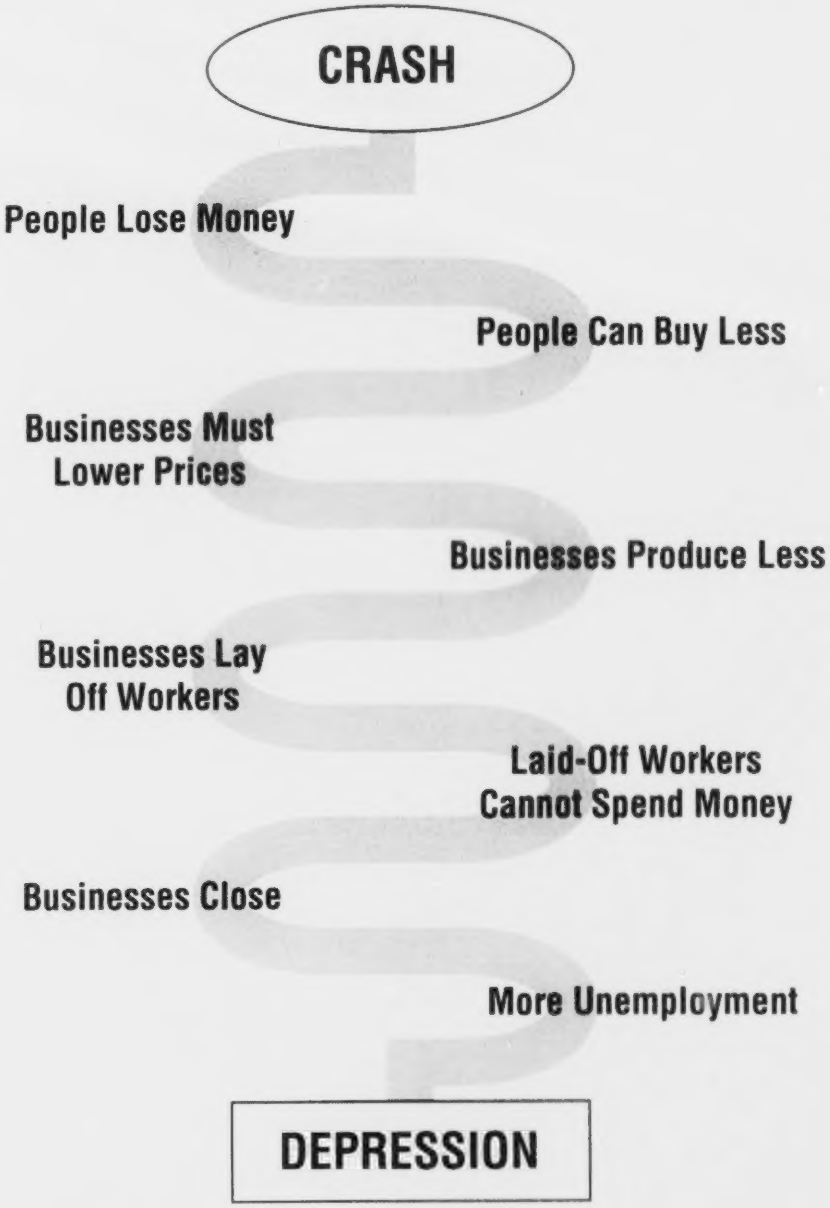
BEST COPY AVAILABLE

WORKSHEET 11B

Stock Market Crash Diagram

Study the diagram below. In the space at the top, write an appropriate title for the diagram.

Title:____



WORKSHEET 11C

Credit Purchases — 1920s

During the 1920s, many people who had little savings bought on credit instead of using cash. This was thought to be a major cause of the Depression. When you have finished studying the information below, complete the exercise.

SOFA

$75.50

$5 down

$8 a month for one year

REFRIGERATOR

$87.50

$5 down

$10 per month for one year

EASY CHAIR

$38.50

$5 down

$5 a month for one year

PHONOGRAPH

$43.50

$5 down

$5 per month for one year

WASHING MACHINE

$97.50

$5 down

$8 per month for one year

Adapted from *This Fabulous Century*, (Alexandria, VA: Time-Life, 1969), pp. 98-99

EXERCISE

Work with a partner to write, in the space below, a dialogue set in the 1920s. Two friends are discussing the pros and cons of purchasing one of the items above on credit.

Friend #1 ______________________________

Friend #2 ______________________________

Friend #1 ______________________________

Friend #2 ______________________________

Friend #1 ______________________________

Friend #2 ______________________________

WORKSHEET 11D

Causes of the Great Depression

As your classmates read aloud, follow the play below, then complete the exercise that follows:

Moderator: Everything was so rosy just a few short months ago, and yet today the United States finds itself facing a horrible economic depression. We've invited the nation's five top economists here to ask them, "How did this all come about?"

Economist #1: Big business caused the Depression. Sales were good, and companies expected sales to get even better. So companies overproduced. New techniques and machines made production more efficient. Unfortunately, these techniques and machines replaced workers who were no longer needed. Trouble came when sales began to slow down. Then more workers had to be laid off. The laid off workers couldn't purchase the goods produced in such large numbers. This led to more unemployment.

Economist #2: The country as a whole was becoming richer but most of the wealth remained in the hands of a few people. While the wealthy could afford to pay for cars, appliances, the average wage earner could not. The country would have been much better off if the wealth had spread to more people.

Economist #3: Those who gambled on the stock market were at fault. Many people took chances investing their money in companies that were poor risks. Such worthless stocks were sold and resold, so stock prices for worthless companies went higher and higher. Banks and companies which purchased large amounts of these worthless stocks were forced to close, resulting in losses of millions of dollars and layoffs.

Economist #4: The consumer must be blamed as well. People used the popular installment plan to buy refrigerators, cars, radios, furniture, and clothing, when they didn't have the savings to pay for them. When people lost their jobs, not only could they not pay for rent or food, but they also struggled to keep up with payments for the goods they had purchased on credit. Also, people bought stocks with a down payment of only 10 percent of the purchase price. When stock prices dropped, they lost all the money they had invested and even lost money on their worthless loans.

Economist #5: The government did little to stop people from investing in worthless stocks. It should have stopped the practice of buying stock with only 10 percent down. The government should have kept a closer eye on banks that were investing depositors' money in worthless stocks. By keeping tariffs (taxes on goods from other countries) high, trade between countries was hurt severely. The government should have lowered these tariffs.

EXERCISE

Based on the evidence presented in the play, rank each of the following on a scale of 1-5 (1 = most important; 5 = least important) in order of their importance as a cause of the Great Depression:

____ Big Business

____ Concentration of Wealth

____ Unwise Stock Market Investors

____ Consumers Buying on Credit

____ Government

Learning Activity 12

What were the effects of the Great Depression?

THEMES

Struggle for Equality; Movements of People

BACKGROUND

In the months following the crash of 1929, the United States was in the grip of an unprecedented economic downturn. Millions found themselves in a grinding struggle for survival. The prosperity and hope of the 1920s had suddenly turned to hardship and despair.

By the autumn of 1931, eight million people in the United States were unemployed. Those fortunate enough to retain their jobs saw their wages cut as businesses struggled to stay afloat. The average yearly income of a working person fell from $703 in 1929 to only $375 in 1933. Farm income, which had been $4.6 billion in 1923, dropped to less than $3 billion in 1932.

To add to the problem, large sections of the nation were beset by a drought that began in 1930. In a short time, so many dust storms had struck Arkansas, Oklahoma, Texas, and western Kansas, that the area came to be known as the "Dust Bowl." Whites living in Arkansas and Oklahoma, who came to be known as "Arkies" and "Okies," respectively, traveled from place to place in search of work. Eventually, many went to California.

Many people were forced to bear additional burdens during the Depression. Fifty percent of African-Americans lived in urban areas; many lost their jobs to people who, under ordinary circumstances, would have considered such positions too menial. The remainder of the African-Americans lived in rural areas; many were sharecroppers who had difficulty earning a living even before the Depression began.

Women faced wage and job discrimination during the Depression. In a time of high unemployment, it was generally believed that what jobs there were should be reserved for male breadwinners. Nevertheless, the number of women with paid jobs rose 25 percent during the 1930s. The largest number of women workers in these years were those who took jobs to supplement their dwindling family incomes.

Many older Americans numbered themselves among the forgotten men and women of the Depression. Having worked hard all their lives, they expected to reap some benefits when they reached their last years. Desperation forced many of the aged to demand government assistance.

Many Mexicans had come to the United States during the decade prior to the Depression. They were eagerly welcomed because migrant workers, who worked long hard hours for very low wages, were in great demand. When the Depression made jobs scarce, Mexicans, whether they arrived here legally or not, were often encouraged to return to Mexico. Many were deported.

Native Americans were attempting to regain their self-sufficiency when the Depression hit. They found themselves in need of United States government help just as they had begun their concerted efforts to achieve greater independence.

MAJOR IDEAS

- The Great Depression strained community and family resources and challenged traditional methods of helping people in need.
- The Great Depression affected individuals and groups in different ways.

CONCEPTS

- Change
- Empathy
- Human Rights
- Scarcity

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the effects of the Great Depression on the general population.

- Assess the economic and social impact of the Great Depression on various cultural and ethnic groups.

DEVELOPMENT

- Divide students into four groups. Have each group study one of the graphs on Worksheet 12A, "The Economic Crisis of the Great Depression." Students should complete the exercise appropriate to the graph they examined. Have the groups share their answers with each other. Then have students explain their answers to the following questions:
  - — What do we learn about the Great Depression from these graphs?
  - — What do these graphs tell us about the effects of the Great Depression on the people of the United States?
  - — What does Graph D tell us about unemployment before and after the stock market crash of 1929?
  - — Based on these graphs, which groups of Americans seemed to suffer from the Great Depression?
  - — If you were President Roosevelt examining these graphs, which would you see as the most serious problems created by the Great Depression? How would you have reacted to these graphs? What steps would you have taken to solve the problems created by the Great Depression?
- Divide students into groups of five. Distribute a different worksheet to each member of the group (12B, 12C, 12D, 12E, and 12F). Have each student in each group read one of the letters and complete the exercise on their individual worksheets. Each group of five should then come together and share the information learned from their worksheet. Each member of the group should be able to describe, using one example from each of the worksheets, how women, the elderly, African-Americans, Mexican Americans, and Native Americans were affected by the Great Depression. After listing some of the effects of the Great Depression on the board, have students explain their answers to the following questions:
  - — What do you think it might have been like to live through the Great Depression as a member of one of the groups described on these worksheets?
  - — How do you think the behavior of people who lived through the Great Depression changed as a result of the experience?
  - — Why do you think many people addressed their letters to Mrs. Roosevelt as well as the president?
  - — If you were the president or his wife, how would you have answered these letters?
  - — Were the problems described in these letters mostly the responsibility of the government or the individual?
  - — Do you think people in the United States today have become too dependent on the government to solve their problems?
- Distribute Worksheet 12G, "Waitin' On Roosevelt." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What is the poem about?
  - — What does this poem tell us about the problems faced by people who lived in big cities during the Great Depression?
  - — How did the attitudes toward Roosevelt change in this poem?
  - — To what degree does this family blame the president for their problems?
  - — Was it fair to blame Roosevelt for their problems?
  - — How do you think Roosevelt would have responded to this poem?
- Distribute Worksheet 12H, "The Grapes of Wrath." Have students read the selection, complete the exercise, and explain their answers to the following questions:
  - — What is this reading about?
  - — What does this reading tell us about the effects of the Great Depression on the people described?

  - Why did people leave their homes during the Great Depression? What problems did moving from one state to another create?
  - How can you explain the California border police turning back poor people? Was this justified?
  - Based on what you have read, would you agree with the author that the Great Depression brought out the best *and* worst in people?
  - To what extent does reading fiction like this help us learn about historical events?

- Distribute Worksheet 12I, "Brother, Can You Spare a Dime?" Have students explain their answers to the following questions:
  - What is this song about?
  - How do the words in this song make you feel?
  - How does this song help explain the feelings of the people in the Great Depression?
  - Who were the different groups of people in the United States for whom this song was written?
  - Do songs usually reflect the times in which they are written, or do they create the times?
  - Do popular songs today have as much meaning for the people of today as this song did for the people during the Great Depression?

FOLLOW-UP ACTIVITIES

Students can:

- Make a chart to compare and contrast ways in which the people discussed in this learning activity were affected by the Great Depression.
- Role-play a conversation between the President and Mrs. Roosevelt about one of the letters they received that described the effects of the Great Depression on the American people.
- View the film *The Grapes of Wrath*, as well as videotaped documentaries about the Depression era.
- Pretend that they composed the song on Worksheet 12I, and write a letter to President Roosevelt explaining the meaning of the song.
- Role-play a conversation between Roosevelt and Langston Hughes's father based on the Hughes poem in Worksheet 12G.
- Write research papers on migrant workers today; they might also compare the situation of a migrant worker with that of a homeless person.
- Contact the Schomburg Center for Research in Black Culture, 515 Lenox Avenue, New York, NY 10037, (212) 862-4000, for information on African-Americans during the Great Depression.

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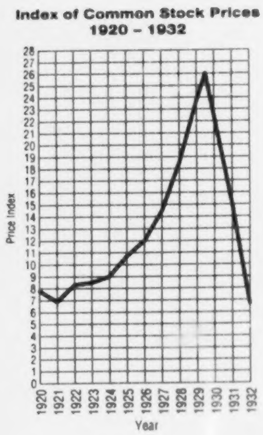
WORKSHEET 12A

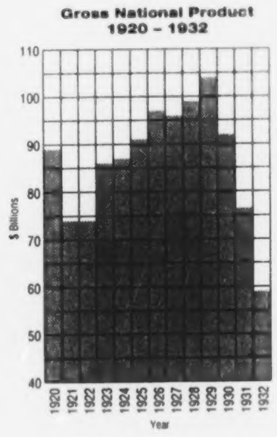
The Economic Crisis of the Great Depression

Study the graph you were assigned and complete the exercise that follows.

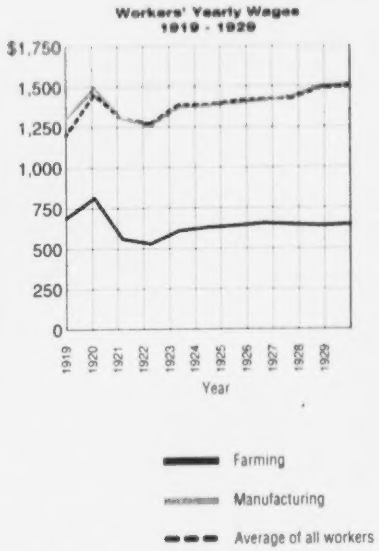
Graph A



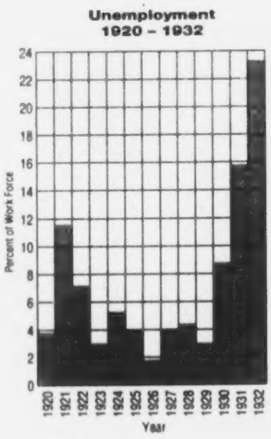
Graph B



Graph C



Graph D



The United States: A History of the Republic, Davidson and Lytle, eds. (Englewood Cliffs, NJ: Prentice-Hall, 1984), pp. 552-553.

EXERCISE

Circle the name of the graph you studied:

Graph A **Graph B** **Graph C** **Graph D**

In the space below, summarize the information contained in the graph you studied.

WORKSHEET 12B

Lincoln, Nebraska
May 19, 1934

Mrs. Franklin D. Roosevelt
Washington D. C.

Dear Mrs. Roosevelt:

In the President's inaugural address he made mention of The Forgotten Man, and I am wondering if the folks born in America some 60 or 70 years ago are this Forgotten Man. If we are this Forgotten Man then we are still Forgotten.

We have supported this nation in all ways. We in our younger days tried to do our duty without complaining. We have helped to pay pensions to veterans of some three wars. We have raised the present generation to honor and support our country.

And now this great calamity has come upon us due to no cause of our own, sweeping away our savings. We are left in a condition which is impossible to correct for at least two reasons:

First we have grown to what is termed Old Age. Second, when we try to improve our condition we are confronted on every hand with the younger generation taking our places.

Seemingly everybody has been assisted but we the Forgotten Man. Would it now be asking too much of our Government and the young generation to do by us as we have tried to do by them without complaint. Please do not send us to the poor farm but instead allow us the small pension of $40. a month.

Don't think of us as old broken down citizens. For example, I am an architect 69 years old. I cannot get a job, even though I am qualified to superintend any class of construction but the young man has taken this position.

Mrs. Roosevelt, some evening very soon, as you are having dinner with the president, will you ask him to read this, and we American citizens will ever remember your kindness.

Yours truly,
R.A.

Adapted from Eleanor Roosevelt Papers, Box 600, Franklin D. Roosevelt Library, Hyde Park, NY

EXERCISE

In the space below list the problems described in the letter, which were brought on by the Great Depression. For each problem listed on the left, place a "G" if you believe it was the government's responsibility or an "I" if it should have been the responsibility of the individual who wrote the letter.

Problems	Responsibility
1.	
2.	
3.	
4.	
5.	

WORKSHEET 12C

New York City
December 1935

Most honorable President:

I have never had a job. I am so discouraged. Employment agencies and would-be employers are all equally indifferent to me—a young woman college graduate without any job experience. They think that the few jobs that do exist should be saved for men who must support wives and children.

When I first graduated, I lived on a small inheritance. But by the summer of 1934, it was gone and I seemed as far as ever from any hope of getting a job. I wasn't able to pay the rent on my furnished room. I depended for food on occasional dinner invitations from friends. I didn't get many invitations because I was ashamed to tell friends just how desperate I was. Finally, my landlady threw me and my belongings out on the street.

For the last year I have alternated between sleeping in the waiting room of Grand Central Station (homeless women often sleep in the big stations, pretending to be waiting for a morning train) and at all the YWCAs in town.

Although I am now in my third year of unemployment, I still have hope. I am not completely discouraged. Mr. President, I want to start looking for a job again. Only I'll have to have something to wear first. No one will hire me looking the way I do. My one dress has been cleaned and mended until there is nothing left of it. I have no hat and there large holes in my shoes. Can you help me please?

Very sincerely,
Vera

Adapted from Ruth L. Porterfield, "Women Available," in *The American Mercury*, April 1935, pp. 473-475. Reprinted by permission of *Mercury*, P.O. Box 1306, Torrance, CA 90505

EXERCISE

In the space below list the problems described in the letter, which were brought on by the Great Depression. For each problem listed on the left, place a "G" if you believe it was the government's responsibility or an "I" if it should have been the responsibility of the individual who wrote the letter.

Problems	Responsibility
1.	
2.	
3.	
4.	
5.	

WORKSHEET 12D

Marion, Ark.
Feb. 3, 1935

Pres. Roosevelt
Washington, D.C.

Dear Sir,

We are suffering very badly. The drought cut off the corn. They took all the cotton and won't give us black folks a day's work. At the Marion Court, Mrs. Miller and Mrs. Nomen aren't doing anything for us and are just robbing the government's money.

Mr. Avery Kooser won't furnish black people anything until the end of the month and then but a little something to eat. It doesn't matter how large a family you have. Each family gets two sacks of flour, one sack of meal and 8 lbs. of lard. He doesn't even give us a rag of clothes. That's what's happening to the money the government is giving Mr. Kooser.

You ought to send a man around to one of his farms to see how Mr. Kooser give us black folks but five dollars each. He then makes us sign a paper that we received our fair share. Those that won't sign, he says, must move. Some of us have worked on the Kooser place for 10 to 17 years, and all over 300 dollars in debt. Please don't send this letter back here, if they see it they'll kill us.

Anonymous

Adapted from Federal Emergency Relief Administration (FERA), Central Files, Box 4, United States National Archives.

EXERCISE

In the space below list the problems described in the letter, which were brought on by the Great Depression. For each problem listed on the left, place a "G" if you believe it was the government's responsibility or an "I" if it should have been the responsibility of the individual who wrote the letter.

Problems	Responsibility
1.	
2.	
3.	
4.	
5.	

Salinas, California
May, 1939

Dear Mr. President,

The Depression has struck those of us who are Mexican-Americans very hard. When this country needed us to work the farms in California, no one was interested in seeing our immigration papers. Now, with so many people out of work and the Government worried about spending too much on relief, they are taking an active role to send our people back to Mexico. After many of us already have American born children who attend the public schools, speak English as well as Spanish, listen to radio programs, play baseball and indeed are as American as any of our neighbor's children. These children are United States citizens by birth; in deporting their parents the government is violating the children's rights.

We hear very few Americans speaking out in defense of the constitutional rights of their fellow citizens. It seems that a majority supports the movement to send us back to Mexico.

Over the last ten years, about half of the three million Mexican-Americans in the United States have gone to Mexico. Many have left out of fear. Others were forced to leave.

Adapted from *The Hispanics in the United States: A History*, L. H. Gann and Peter J. Duignan (Stanford, CA.: Westview Press; London and Hoover Institution On War, Revolution and Peace, 1986) pp. 48-55.

EXERCISE

In the space below list the problems described in the letter, which were brought on by the Great Depression. For each problem listed on the left, place a "G" if you believe it was the government's responsibility or an "I" if it should have been the responsibility of the individual who wrote the letter.

Problems	Responsibility
1.	
2.	
3.	
4.	
5.	

WORKSHEET 12F

The Tuscarora, a Native American group, had been living in Niagara County, New York, for more than 200 years when the Great Depression struck in the 1930s. Many had made their living as farmers and found it very difficult to survive during the hard times. In the following reading, Chief Clinton Rickard recalls how the Depression affected the Tuscarora way of life.

> Dear President and Mrs. Roosevelt,
>
> During this time of depression, we have had great difficulty in finding the money to buy seeds, horses, mules, or other necessities required for our farming. Because we are unable to farm, we cannot support ourselves. Our hunting no longer provides enough food to support all of us during the year. We look for wage work off the reservation but are discriminated against because of our race. The white people are taken care of first, and those of our men who were fortunate enough to find work were usually soon fired to give the job to a white man. Even a recent European immigrant is usually kept over us who are original [native] Americans. When we apply for government relief we are turned away with the comment that our reservation is not in the relief district. White men better off than our people can more easily get work.

Adapted from *Fighting Tuscarora*, Graymont Rickard, ed. (Syracuse, NY: Syracuse University Press, 1973). Reprinted by permission.

EXERCISE

In the space below list the problems described in the letter, which were brought on by the Great Depression. For each problem listed on the left, place a "G" if you believe it was the government's responsibility or an "I" if it should have been the responsibility of the individual who wrote the letter.

Problems	Responsibility
1.	
2.	
3.	
4.	
5.	

WORKSHEET 12G

Waitin' On Roosevelt

Langston Hughes expressed the feelings of many African-Americans and other city dwellers in the poem below. Complete the exercise following the poem.

The rent was due,
And the lights was out.
I said, Tell me, Mama,
What's it all about?
We're waitin' on Roosevelt, son,
Roosevelt, Roosevelt,
Just waitin' on Roosevelt.

Then one day
They put us out o' the house.
Ma and Pa was
Meek as a mouse
Still waitin' on Roosevelt,
Roosevelt, Roosevelt.

But when they felt those
Cold winds blow
And didn't have no
Place to go
Pa said, I'm tired
O' waitin' on Roosevelt,
Roosevelt, Roosevelt.

And a lot o' other folks
What's hungry and cold
Done stopped believin'
What they had been told
By Roosevelt,
Roosevelt, Roosevelt.

Cause the pot's still empty,
And the cupboard's still bare,
And you can't build a bungalow
Out o' air—
Mr. Roosevelt, listen!
What's the matter here?

"Ballad of Roosevelt" by Langston Hughes from *The New Republic* LXXXI (November 14, 1934). Permission pending

EXERCISE:

In the space below, write a letter to the family described in the poem. Answer the question, "What's the matter here?"

Dear Fellow Americans:

The matter here is ____________________

____

____

____

____

____

____

____

____

____

____

____

Franklin D. Roosevelt

WORKSHEET 12H

The Grapes of Wrath

John Steinbeck was a world-famous author. During the Great Depression, he wrote the novel *The Grapes of Wrath* about a family traveling to California from Oklahoma. Read the excerpt from the book and complete the exercise that follows.

HIGHWAY 66 is the main migrant road. 66—the long concrete path across the country, waving gently up and down on the map, from the Mississippi to Bakersfield—over the redlands and the gray lands, twisting up into the mountains, crossing the Divide and down into the bright and terrible desert and across the desert to the mountains again, and into the rich California valleys.

66 is the path of people in flight, refugees from dust and shrinking land, from the thunder of tractors and shrinking ownership, from the desert's slow northward invasion from the twisting winds that howl up out of Texas, from the floods that bring no richness to the land and steal what little richness is there. From all of these the people are in flight, and they come into 66 from the tributary side roads, from the wagon tracks and the rutted country roads. 66 is the mother road, the road of flight...

...Where you all come from? Where all of you goin'?

Well, California's a big State.

It ain't that big. The whole United States ain't that big. It ain't that big. It ain't big enough. There ain't room enough for you an' me, for your kind an' my kind, for rich and poor together all in one country, for thieves and honest men. For hunger and fat. Whyn't you go back where you come from?

This is a free country. Fella can go where he wants.

That's what you think! Ever hear of the border patrol on the California line? . . . Says, if you can't buy no real estate we don't want you. Says, got a driver's license? Let's see it. Tore it up. Says, you can't come in without no driver's license.

It's a free country.

Well, try to get some freedom to do. Fella says you're jus' as free as you got jack to pay for it.

In California they got high wages. I got a han'bill here tells about it....

...Two hundred and fifty thousand people over the road. Fifty thousand old cars — wounded, steaming. Wrecks along the road, abandoned. Well, what happened to them? What happened to the folks in that car? Did they walk? Where are they? Where does the courage come from? Where does the terrible faith come from?

And here's a story you can hardly believe, but it's true, and it's funny and it's beautiful. There was a family of twelve and they were forced off the land. They had no car. They built a trailer out of junk and loaded it with their possessions. They pulled it to the side of 66 and waited. And pretty soon a sedan picked them up. Five of them rode in the sedan and seven on the trailer, and a dog on the trailer. They got to California in two jumps. The man who pulled them fed them. And that's true. But how can such courage be, and such faith in their own species? Very few things would teach such faith.

The people in flight from the terror behind — strange things happen to them, some bitterly cruel and some so beautiful that the faith is refired forever.

From *The Grapes of Wrath*, John Steinbeck. New York: Viking Press, 1939, pp. 68-70.

EXERCISE

The last paragraph from the excerpt above contains the following statements or phrases.

1. "The people in flight from the terror behind." Give one example from what you read of the "terror" behind.

   ____

   ____

2. "Strange things happened to them, some bitterly cruel." Give one example from what you read of a bitterly cruel thing that the people in the story experienced.

   ____

   ____

3. "Some so beautiful that the faith is refired forever." Give one example from what you read of such an experience.

   ____

   ____

WORKSHEET 121

Brother, Can You Spare a Dime?

Some popular songs, such as "Brother, Can You Spare a Dime?" below, expressed the feelings of people during the Great Depression.

They used to tell me I was building a dream
and so I followed the mob
When there was earth to plow or guns to bear
I was always there, right there on the job
They used to tell me I was building a dream
With peace and glory I have
Why should I be standing in line
Just waiting for bread.

Once I built a railroad—made it run
Made it race against time,
Once I built a railroad—now it's done
Brother, can you spare a dime?

Once I built a tower in the sun
Working brick and shovel and line
Once I built a tower—now it's done
Brother, can you spare a dime?

Once in khaki suits
Gee we looked swell—full of that
Yankee Doodley Dum
Half a million boots went slogging through hell
I was the kid with the drum.

"Brother, Can You Spare A Dime" (E.Y. Harburg, Jay Gorney) © 1932 Warner Bros. Inc. (Renewed) Rights for the extended renewal term in U.S. controlled by Glocca Morra Music and Gorney Music Publishers and administered by the Songwriters Guild of America. All rights for the world, excluding U.S., controlled by Warner Bros. Inc. All rights reserved. Used by permission.

Learning Activity 13

How did the New Deal help people in the United States survive the Great Depression?

THEMES

Struggle for Equality; Contributions

BACKGROUND

The three years after the 1929 stock market crash constituted a period of unprecedented economic distress in United States history. Twenty-five percent of the nation's workers were unemployed; in immigrant and minority communities, the rate was 50 percent.

Millions lost their savings and investments when businesses went bankrupt. Millions more lost their savings and many lost their homes when rents and mortgages went unpaid and banks failed. Many were forced to live in tarpaper shacks in city parks and railroad yards. Thousands of men, women, and children wandered the countryside or rode freight trains around the nation, looking for work. Farmers, unable to sell their crops, burned unsold corn for heat while people in the cities starved. The people of the country were miserable, angry, and desperate; some even talked of revolution.

The Hoover Administration tried in vain to ease the crisis. Without a national tradition of government intervention during economic hard times, Hoover's call for voluntary cooperation from the business community was largely ineffectual. Even as local government funds and charities were exhausted, Hoover resisted appeals for direct government aid to the poor. When he did take action, in 1932, it was too little, too late: Franklin Delano Roosevelt was elected president that November.

By the time Roosevelt was inaugurated on March 9, 1933, the economy of the world's richest nation had almost come to a halt. Banks were closed in 38 states, and on Inauguration Day itself the banks of New York and Chicago closed down. Roosevelt's inaugural speech, however, expressed optimism: he promised relief, recovery, and reform. He put plans developed by his "brain trust" into action immediately. Within the first hundred days of his presidency, Roosevelt's revolutionary programs had reopened and regulated banks, established job programs, provided welfare, and organized the business community. Although much work remained, public confidence in the government had at last been restored.

MAJOR IDEA

- For the first time, the federal government of the United States took immediate legislative action to aid victims of an economic crisis.

CONCEPTS

- Change
- Empathy
- Political System
- Scarcity

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the programs of the New Deal.
- Evaluate the New Deal's initial effectiveness in easing unemployment, alleviating poverty, and improving national morale.

DEVELOPMENT

- Distribute Worksheet 13A, "The F.D.R. Inaugural Address." Have students complete the exercise, then have them explain their answers to the following questions:
  - — What is President Roosevelt saying here?
  - — How did President Roosevelt's words offer hope to the citizens of the United States?
  - — If you were a United States citizen living during the Depression, how would you have reacted to hearing Roosevelt's speech?

- What did F.D.R. mean when he said, "The only thing we have to fear is fear itself"? Why did Roosevelt think that fear was the greatest problem faced by people during the Depression?
- In his speech, did Roosevelt present solutions to end the Depression? Explain.

- Distribute Worksheet 13B, "Programs of the New Deal." After students have read the selections and completed the exercises, have them explain their answers to the following questions:
  - What does this chart tell us about the New Deal?
  - Why did Roosevelt's advisers believe that the New Deal programs listed here would help bring the United States out of the Depression?
  - Why do you think many New Deal programs were unpopular?
  - What are the readings about?
  - What do these readings tell us about Roosevelt's plans to end the Depression?
  - Why did President Roosevelt and others start government assistance programs during the Depression?
  - If you were unemployed during the Depression, how would you have responded to the jobs provided by the WPA and CWA?
  - What do we see in the cartoon?
  - What does the cartoon tell us about the New Deal programs?
  - Do you think the cartoonist favors or opposes Roosevelt's New Deal programs? Why?
  - Which of the New Deal programs have endured to the present day?
  - Are there any New Deal programs that should be brought back today?
  - Did the New Deal get the federal government too involved in the economy?
  - Is it the federal government's job to solve problems like the Depression?

- Distribute Worksheet 13C, "The Social Security Act." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:
  - What does this worksheet tell us about the Social Security Act?
  - How did the Social Security act try to help a) elderly, retired workers; b) the unemployed; c) the disabled; and d) dependent children?
  - How are Social Security benefits funded?
  - Why do you suppose the Social Security program was established as a form of insurance, rather than as "relief"?
  - If you were a young employed worker in 1935, would you have supported the Social Security Act? As an employer? Why or why not?
  - Should the Social Security system be continued today? Should Americans depend on Social Security for their retirement pensions? Does the system need to be changed? If so, how?

- Distribute Worksheet 13D, "The New Deal and Spanish Harlem." Have students complete the exercise on the worksheet. Then have students read "The Real Ending" at the bottom of the worksheet and explain their answers to the following questions:
  - What do we learn about the way Piri Thomas's family lived during the Depression?
  - How did Piri's father's react to working for the WPA?
  - What did Piri mean when he said, "If a man was poor enough, he could dig a ditch for the government"?
  - How did the beginning of World War II affect the Thomas family? Why did World War II seem to improve economic conditions for the family?
  - Does this reading indicate that World War II, not the New Deal programs, ended the Depression? Why or why not?

Follow-up Activities

Students can:

- Write a letter from President Roosevelt to a poor worker explaining the meaning of the speech on Worksheet 13A.
- Record an interview with someone who recalls the Depression and play the tape for the class.
- Organize a show of reproductions of art and photography from the Depression era.
- Interview adult friends and neighbors concerning the Social Security system today.

WORKSHEET 13A

The F.D.R. Inaugural Address

In his inaugural speech in 1933, President Franklin D. Roosevelt addressed the problems of the Depression. After reading the excerpt below, complete the exercise that follows:

> **THIS GREAT NATION** will continue as it has and will prosper. So, first of all, let me state my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to bring about change.
>
> Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious need of funds; industries lie wounded; farmers find no markets for their produce; the savings of many years in thousands of families are gone.
>
> More important, a host of unemployed citizens face the grim problem of surviving, and an equally great number work for little wages.
>
> Compared with the problems which our ancestors conquered because they believed and were not afraid, we have still much to be thankful for. Nature still offers us much and human efforts have multiplied it. Plenty is at our doorsteps.
>
> Our greatest primary task is to put people to work. This problem can be solved if we face it wisely and courageously. It can be accomplished by the Government itself, by treating the task as we would treat the emergency of a war. The government must put people to work on greatly needed projects to stimulate and reorganize the use of our natural resources.

EXERCISE

In this column make a list of problems that Roosevelt says have been caused by the Depression.	In this column describe Roosevelt's proposed solutions to the problems. If no solution is proposed, write NA (not available).
1.	
2.	
3.	
4.	
5.	

WORKSHEET 13B

Programs of the New Deal

The following chart describes some of the government programs established by Franklin D. Roosevelt. These policies became known as Roosevelt's "New Deal."

Year	**Act or Agency**	**Provisions**
1933	Agricultural Adjustment Administration (AAA)	Granted farmers direct payments for reducing crop production; funds for payment provided by a processing tax, later declared unconstitutional.
1933	Tennessee Valley Authority (TVA)	Constructed dams and power projects and developed the economy of a nine-state area in the Tennessee River Valley.
1933	National Industrial Recovery Act (NIRA)	Sought to revive business through a series of fair-competition codes; created National Recovery Administration (NRA) to write, coordinate, and implement these codes; NRA Section 7a guaranteed labor's right to organize (act later declared unconstitutional).
1933	Public Works Administration (PWA)	Sought to increase employment and business activity through construction of roads, buildings, and other projects.
1933	Banking Act of 1933 (Glass-Steagall Act)	Prohibited commercial banks from selling stock or financing corporations; created FDIC.
1933	Federal Deposit Insurance Corp. (FDIC)	Insured individual bank deposits.
1933	Federal Emergency Relief Act (FERA)	Provided federal funds for state and local relief efforts.
1933	Civil Works Administration (CWA)	Provided federal jobs for the unemployed.
1933	Civilian Conservation Corps (CCC)	Employed young men in reforestation, road construction, and flood control projects.
1934	Federal Housing Administration (FHA)	Insured loans provided by banks for the building and repair of houses.
1935	Social Security Act	Created a system of social insurance that included unemployment compensation and old age survivors' insurance; paid for by a joint tax on employers and employees.
1935	Works Progress Administration (WPA)	Employed more than eight million people to repair roads, build bridges, and work on other projects; also hired artists and writers.
1935	National Labor Relations Act (Wagner Connery Act)	Recognized the right of employers to join labor unions and to bargain collectively (reinstating the provisions of NIRA's Section 7a); created the National Labor Relations Board (NLRB) to enforce laws against unfair labor practices.
1935	National Youth Administration	Provided job training for unemployed youths and part-time jobs for students in need.
1938	Fair Labor Standards Act	Established a minimum wage of 40 cents an hour and a maximum workweek of 40 hours for businesses engaged in interstate commerce.

American Voices, Carol Berkin, et al., (Glenview, IL: Scott Foresman, 1992), pp. 578

EXERCISE 1

Use the chart of New Deal programs to fill in the boxes below.

Agencies To Help Workers	Agencies To Help Consumers	Agencies To Help Business

Two important New Deal programs were the Works Progress Administration (WPA) and the Civil Works Administration (CWA). After you have finished reading about each program, complete the exercises that follow.

The Works Progress Administration (WPA)

> Two weeks have gone by and reports from the 3,000 counties of the nation show upwards of two million men employed. A grand total of four million will be employed by December 15.
>
> In Texas, one city is extending its sewer system for several miles. In Kansas, the long-neglected and much-used market roads are being widened and bridges are being built. In all parts of the nation, projects in sanitation are being worked on, such as malaria control, sanitary toilet construction, and tick control. The rural school houses of entire states are being repaired and rebuilt. Men and women are at work on thousands of national, state, and local projects that are necessary and useful to the nation and to the community.

Adapted from "The War on Distress," by Harry L. Hopkins. In *Today*, December 18, 1933.

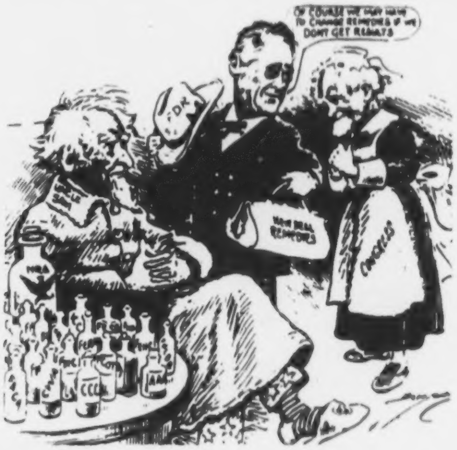
The Civil Works Administration (CWA)

> The president was persuaded that the situation was so desperate that everybody in the country who wanted a job had to have a job. Even with very low pay. Almost overnight, he set up the Civil Works Administration. They set up this CWA very hurriedly. There were no tests. Any guy could just walk into the county office—they were set up all over the country—and get a job. Leaf raking, cleaning up libraries, painting the town hall. Within a period of 60 days, four million people were put to work.

Adapted from *Hard Times: An Oral History of the Great Depression*, by Studs Terkel. (New York: Avon, 1970), p. 256

EXERCISE 2

Study the cartoon carefully. Remember that Uncle Sam represents the United States. When you have finished studying the cartoon, answer the questions below.


OF COURSE WE MAY HAVE TO CHANGE REMEDIES IF WE DON'T GET RESULTS
F.D.R.
NEW DEAL REMEDIES
CONGRESS
NRA
FDIC
CCC
AAA

1. Why is President Roosevelt (F.D.R.) pictured as a doctor?

____

2. What do the medicines represent? Using the chart in on this worksheet, make a list of what each of the following "Alphabet Agencies" stands for:

CCC ____

AAA ____

CWA ____

NRA ____

PWA ____

FDIC ____

FERA ____

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WORKSHEET 13C

The Social Security Act

One of Franklin D. Roosevelt's key reform measures was the Social Security Act of 1935. Although it did not include all workers, by 1937, nearly 36 million retired workers were entitled under the law to old-age "insurance," in the form of monthly pension, and 21 million workers were entitled to unemployment benefits. Read the Social Security Act, summarized below, and complete the exercise.

Social Security Act of 1935

BE IT ENACTED BY the Congress of the United States that Every qualified individual shall be entitled to receive beginning on the date he or she attains the age of 65 an old-age pension (payable in equal monthly installments). These pensions will be funded by a special social security tax, part of it paid by employers and part by employees themselves.

A system of unemployment insurance will be established. Employers will be taxed to finance this program. Unemployed workers will receive government assistance for a limited time while they look for new jobs.

Government assistance will also be provide to people with disabilities as well as to dependent children (children living with single parents).

EXERCISE

In the space below, explain briefly how the Social Security Act of 1935 tried to help the following groups of Americans:

1. Elderly, retired workers: ____________________

____

2. Unemployed workers: ____________________

____

3. People with disabilities: ____________________

____

WORKSHEET 13D

The New Deal and Spanish Harlem

This reading comes from the autobiography of Piri Thomas, a Puerto-Rican-American who grew up in Spanish Harlem. It describes how his family lived during the period of the New Deal. After reading the piece below, complete the exercise that follows.

IT WAS 1941, and the Great Hunger called Depression was still down on Harlem. But there was still the good old WPA. If a man was poor enough, he could dig a ditch for the government. Now Poppa was poor enough again.

The weather turned cold one more time, and so did our apartment. In the summer the cooped-up apartments in Harlem seem to catch all the heat and improve on it. The same thing happens in winter with the cold. It's hard on the rats, too.

Snow was falling. "Que frio! [How cold!]" Momma said. Doesn't that landlord have any *corazon* [heart]? Why don't he give more heat?" I wondered how Pops was making out working a pick and shovel in that falling snow.

Momma picked up a hammer and began to beat the beat-up radiator. Poor steam radiator, how could it give out heat when it was freezing itself?

The door opened. It was Poppa coming home from work. His eyes were cold; his ears were red with pain. He took off his gloves and his fingers were still with cold.

"How was it today?" Momma asked.

"Cold. My God, ice cold."

"It was not always like this," my father said to the cold walls. "It's all the fault of the Depression."

My father kept talking to the walls—the lousy WPA, the lousy depression, the lousy home relief, the lousy poorness, the lousy cold, the lousy crummy apartments, and his not being able to do anything about it.

The next day the Japanese bombed Pearl Harbor. "My God," said Poppa. "We're at war."

Adapted from *Down These Mean Streets* by Piri Thomas (New York: Knopf, 1967). Permission pending.

EXERCISE

Write a final paragraph telling how the story ends.

THE REAL ENDING

I wondered if the war was gonna make things worse than they were for us. But it didn't. A few weeks later Poppa got a job in an airplane factory. "How about that?" he said happily. "Things are looking up for us."

UNIT NINE: THE UNITED STATES BETWEEN THE WARS

Learning Activity 14

How did the popular culture of the 1930s address the issues of the times and encourage people to forget the Depression?

THEME

Culture/Diversity

BACKGROUND

The hardships, hopelessness, and despair of the Depression created the need for diversions from the problems of daily living. Popular culture responded in a variety of ways. Most entertainment contained a strong imaginative element, rich with fantasies of wealth, flamboyant spectacles, and large doses of humor. Some entertainment, however, also addressed the real concerns of life during a time when millions were suffering and seemingly without hope.

In the 1930s, radio became more generally available and more popular, not least because it brought affordable entertainment directly into the home . Comedy shows, such as Jack Benny, Edgar Bergen and Charlie McCarthy, Burns and Allen, and Amos 'n' Andy, were among the most popular. Musical programming made all types of music—jazz, big bands, classical, opera—available to those who could never otherwise afford to hear it. Other types of programs included soap operas and mystery and adventure stories. Tuned to their radios, millions of Americans enjoyed professional baseball and boxing. On-the-scene news reports broke stories such as the explosion of the German airship *Hindenburg* as they happened. Using the power of this new on-the-scene reporting style, Orson Welles panicked the nation on Halloween night 1938 when he broadcast "War of the Worlds," a fictitious story of alien invaders from Mars.

Even more important to the national imagination were the movies. Because the films of the day offered a more complete escape into a world of fantasy, Hollywood became known as the "Dream Factory." Each week in 1930, for example, more than 100 million movie tickets were sold. Like radio, the movies offered a great variety of genres, such as musicals, horror films, gangster films, comedies, and social commentary. The stars of time—Shirley Temple, Fred Astaire and Ginger Rogers, Clark Gable, Mickey Rooney, Judy Garland, W.C. Fields, the Marx Brothers, James Cagney, and others—assumed the status of world celebrities.

The rising popularity of radio and the movies, in large part due to their affordability, caused the popularity of more expensive and less spectacular live theatre, including vaudeville, to decline. By 1931, two-thirds of the legitimate theaters on Broadway were empty.

The introduction of periodicals and small, affordable editions increased reading's popularity as a pastime. *Readers Digest* and the Book-of-the-Month Club prospered. *Life* magazine began publication and its photographs documented events and lifestyles of the era. *The Good Earth* and *Gone With the Wind* became bestsellers.

During the Depression, African-Americans, especially, engaged in storytelling, a form of free entertainment and an important means of transmitting oral culture among both educated and uneducated people.

MAJOR IDEA

- The Great Depression fostered two forms of artistic expression—escapism and social commentary.

CONCEPTS

- Culture
- Diversity
- Technology

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify the most popular forms of entertainment during the Great Depression.
- Explain how technological developments dramatically changed the ways in which people were entertained.

- Analyze the ways popular culture during the Great Depression both addressed real life concerns and helped people escape from them.

DEVELOPMENT

- Distribute Worksheet 14A, "Depression-Era Photograph." Have students examine the photo, complete the exercise and explain their answers to the following questions:
  - — What does this photograph show?
  - — How would you have reacted to seeing this photograph in *Life* magazine in the 1930s? How does it make you feel?
  - — What do you think Dorothea Lange's purpose was in taking this photograph?
  - — Do you prefer to see pictures in magazines that show life as it is or that help you escape from reality?
- Distribute Worksheet 14B, "The Funnies." After students have completed the exercise, have them explain their answers to the following questions:
  - — What is this comic strip about?
  - — How do you think a jobless person in the Depression would have felt about reading this cartoon?
  - — Why was this comic strip was so popular during the Depression?
  - — Why is little Orphan Annie still popular today?
  - — Do you prefer entertainment that describes life as it is or helps you escape? Why?
- Distribute Worksheet 14C, "Storytelling." Have students read the passage, complete the exercise, and explain their answers to the following questions:
  - — What is this story about?
  - — Do people today still tell stories to entertain themselves? What kinds of people tell stories and where do they tell them?
  - — Why might humorous stories such as this one have been so popular during the years of the Great Depression?
  - — This story is not told using standard English. Can you give some reasons that might explain why this storyteller chose not to use standard English?
  - — Would stories such as this be popular today? Explain.
- Distribute to the class Worksheet 14D, "Radio During the Depression." Have students complete the exercise and answer the following questions:
  - — What do we learn about Depression-era radio from this worksheet?
  - — How do you think radio affected the imagination of its listeners? Why do you feel as you do?
  - — How would you compare radio and television as forms of entertainment?
  - — Why do you think radio was so important for people who lived during the Depression?
  - — George Burns mentions at the end of his description that before radio there was no such thing as a commercial. Why do think this is important?
  - — Do you think that people in the United States have come to spend too much time looking for entertainment from radio or television?
  - — How would the United States today be different if we had neither radio nor television?
- Distribute Worksheet 14E, "Hollywood in the 1930s." Have students read the worksheet, examine the pictures, complete the exercise and explain their answers to the following questions:
  - — What do we learn about Depression-era movies from this worksheet?
  - — What kinds of movies were popular?
  - — How do you explain the popularity of movies and stars like *King Kong*, *Gone With the Wind*, Shirley Temple, and Fred Astaire and Ginger Rogers?
  - — How did technological advances of the 1920s and 1930s (sound and color) increase the popularity of movies?
  - — Would movies like these be popular today? Explain.

- Distribute Worksheet 14F, "Boxing: Joe Louis." Have students read the worksheet and explain their answers to the following questions:
    - — What do we learn about Depression-era sports from this worksheet?
    - — Why do you think boxing and other spectator sports were so popular during the Depression?
    - — How did Joe Louis become a hero to both African-Americans and white Americans?
    - — Is boxing today as popular as it was in the 1930s? Explain.

FOLLOW-UP ACTIVITIES

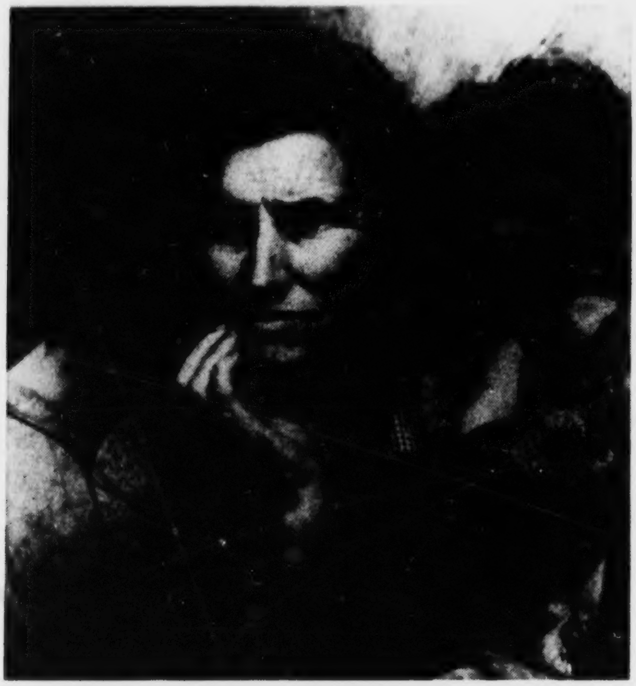
Students can:

- View films from or about the Great Depression. (Many are currently available on video.) Some selections might include: Laurel and Hardy or "Little Rascals" comedy shorts, Busby Berkeley musicals, "Big Broadcast" movies, cartoons, westerns, Marx Brothers movies. Have students explain which are their favorite movies and why.
- Interview older people in their families or communities who lived through the Great Depression and have memories of the popular entertainment of the day, then share the stories with the class.
- Relate to the class stories they have heard in their families that go back to the time of the Great Depression.
- Create a scrapbook of their favorite comic strips today. Or they can do research on comic strips from the 1930s that are still in print today.

WORKSHEET 14A

Depression-Era Photograph

During the Depression, magazines like *Life* showed photographs that documented real events and lifestyles of the era. The photograph below is by Dorothea Lange, perhaps the best known of the Depression-era photographers.



Migrant Family, Nipon, California, 1936. Photographed by Dorothea Lange. Library of Congress.

EXERCISE

Put yourself in the place of the woman in the photograph and write an entry in your diary:

Dear Diary:

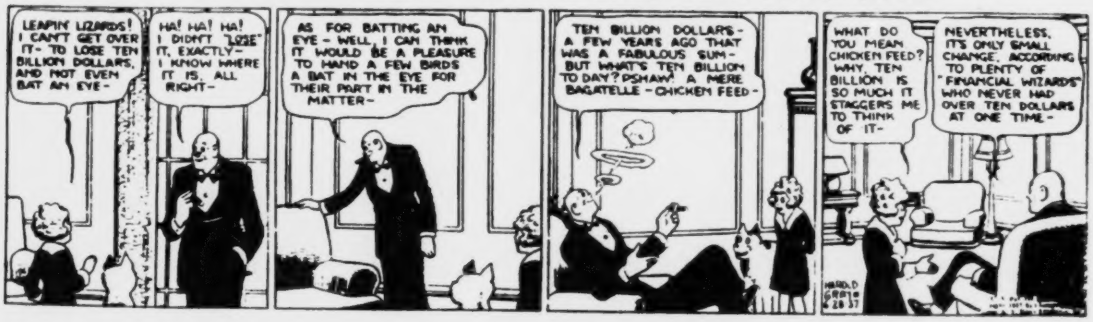
WORKSHEET 14B

The Funnies

During the Depression, newspapers were an inexpensive source of information and form of entertainment. Comic strips became especially popular. "Little Orphan Annie" was one favorite. In this episode, Daddy Warbucks had recently lost $10 billion. Little Orphan Annie can't understand why he's so calm and relaxed.

MONDAY, JUNE 28, 1937

LITTLE ORPHAN ANNIE—THE INDIGENT RICH


LEAPIN' LIZARDS! I CAN'T GET OVER IT- TO LOSE TEN BILLION DOLLARS, AND NOT EVEN BAT AN EYE-
HA! HA! HA! I DIDN'T "LOSE" IT, EXACTLY- I KNOW WHERE IT IS, ALL RIGHT-
AS FOR BATTING AN EYE - WELL, I CAN THINK IT WOULD BE A PLEASURE TO HAND A FEW BIRDS A BAT IN THE EYE FOR THEIR PART IN THE MATTER-
TEN BILLION DOLLARS - A FEW YEARS AGO THAT WAS A FABULOUS SUM - BUT WHAT'S TEN BILLION TO DAY? PSHAW! A MERE BAGATELLE - CHICKEN FEED -
WHAT DO YOU MEAN CHICKEN FEED? WHY, TEN BILLION IS SO MUCH IT STAGGERS ME TO THINK OF IT-
NEVERTHELESS, IT'S ONLY SMALL CHANGE, ACCORDING TO PLENTY OF "FINANCIAL WIZARDS" WHO NEVER HAD OVER TEN DOLLARS AT ONE TIME-

The News Syndicate, Inc., 1937

EXERCISE

In the spaces below, draw your own comic strip that deals with an issue in the news today.

BEST COPY AVAILABLE

WORKSHEET 14C

Storytelling

One form of entertainment that didn't cost anything was storytelling. People sat around and shared many types of stories. During the years 1927-32, the African-American writer Zora Neale Hurston collected folk stories which she published in *Mules and Men* in 1935. This is a story from her home town in Eatonville, Florida.

AH KNOW my ole man had a goat and one Sunday mornin' he got mama to wash his shirt so't would be clean for him to wear to church. It was a pretty red silk shirt and my ole man was crazy about it.

So my ole lady washed it and hung it out to dry so she could iron it befo' church time. Our goat spied pa's shirt hangin' on de line and et it up tiddy umpty.

My ole man was so mad wid dat goat 'bout his shirt till he grabbed him and tied him on de railroad track so de train could run over him and kill him.

But dat old goat was smart. When he seen dat train bearin' down on him, he coughed up dat red shirt and waved de train down.

From *Mules and Men*, Zora Neale Hurston (New York: Harper & Row, 1935)

EXERCISE

In this humorous story, the goat had to think fast to save his life. Think about a time when you had to think quickly to get yourself out of trouble. Write about your experience on the lines below.

WORKSHEET 14D

Radio During the Depression

It might be difficult for you to imagine life without television, but in the 1930s, people did not have television sets in their homes. Families gathered around the radio and listened to their favorite programs.

By 1931, two out of every five homes had a radio. Once the radio was bought, staying home and listening did not cost anything. By turning a knob, a radio listener could hear a variety of entertainment impossible just a few years before. On-the-scene live news reports, weather forecasts, mystery and comedy shows, and politicians' speeches became daily experiences.

All kinds of music—instrumental, vocal, symphonic, jazz, folk, opera —were now available to people from all backgrounds, who didn't need to buy a ticket to be entertained. Baseball, college football and boxing matches were just some of the sporting events brought into living rooms around the country. People unable to attend church services could stay at home and hear them broadcast.

Some radio comedy stars during the 1930s were Fred Allen, Jack Benny, Eddie Cantor, George Burns, and Gracie Allen. George Burns is still alive today. You may have seen him on television commercials. In the passage below, he describes the importance of radio. After reading his comments and observing the picture, complete the exercise:

> It's impossible to explain the impact that radio had on the world to anyone who didn't live through that time. Before radio, people had to wait for the newspapers to learn what was happening in the world. Before radio, the only way to hear a performer sing was to go see that performer. For the first time people didn't have to leave their homes to be entertained. The performers came into their house. And maybe most important, before radio there was no such thing as a commercial.

Adapted from *Gracie: A Love Story*, by George Burns (New York G.P. Putnam & Sons, 1988), pp 83-84, 87

EXERCISE

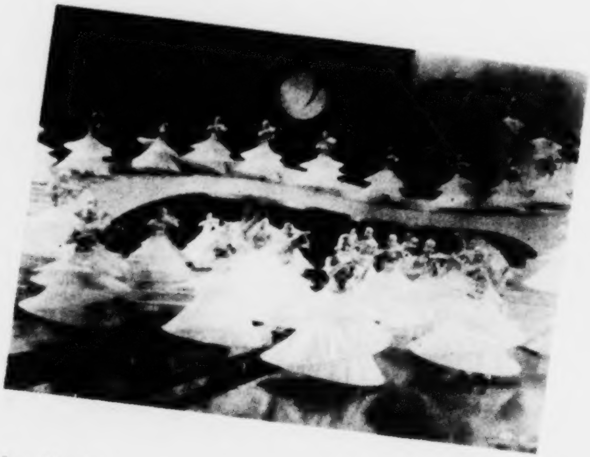
Write a short radio announcement or program that you can perform for the class. Your announcement or program can be one of the following: news, sports, comedy, music, or a commercial.

Photo: PSA Clients at Home; Texas, 1939. Library of Congress.

WORKSHEET 14E

Hollywood in the 1930s

During the Great Depression, about 60 percent of the American population went to see a movie—with sound and color—each week. They paid 25 cents. Read the statement of a Hollywood star of the 1930s and examine scenes from some of the most popular movies of the period.



The Golden Years

> When the Depression came, I had a very good job in Hollywood.... Everybody around me was working. You got up at five-thirty. You were made up and ready at nine and worked until six. They now call those The Golden Years of the Movies. Perhaps they were. People needed films, needed some diversion.
>
> — Myrna Loy, film actress

EXERCISE

Use the space provided to design a poster advertising one of the Depression-era movies depicted on the preceding page.

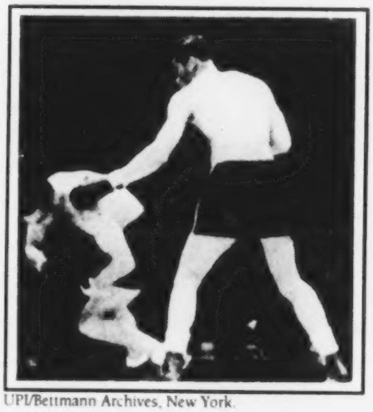
WORKSHEET 14F

Boxing: Joe Louis

To forget their troubles during the Depression, millions of Americans tuned their radios to sports, especially to baseball and boxing. Read below about one of the most talked about boxing matches in the history of the sport.

NEWS**PEOPLE** MAGAZINE

SPECIAL EDITION: JOE LOUIS



UPI/Bettmann Archives, New York.

JUNE 23, 1938. To millions of African-Americans Joe Louis is not only a great fighter but a symbol of the potential progress for the African-American people under American democracy. Two years ago, in 1936, after 27 straight victories, a match was arranged between Joe Louis and the German boxer Max Schmeling. More than just an opponent, Schmeling represents, in the minds of many Americans, Hitler's Germany and all it stands for—the master race theory and the denial of equal rights to darker people—while Louis is a symbol of African-American hope under American democracy. On the night of June 19, 1936, at Yankee Stadium in New York, Schmeling knocked out Louis in the 12th round. A hush fell over the crowd. That night hundreds of African-Americans wept openly in Harlem streets.

But in Chicago a year later, the Brown Bomber defeated James J. Braddock and became heavy weight champion of the world. Today, June 23, 1938, in a return match with Schmeling, Joe Louis knocked out the German in the first round. Americans of all races danced in the streets in celebration.

Joseph Louis Barrow was born in rural Alabama on May 13, 1914, where his parents were tenant farmers. When he was still a boy, his mother took him with seven sisters and brothers to join his stepfather in Detroit. The Depression came before Joe finished the lower grades, and he never attended high school. Instead he became a boxer and in 1934 won the national amateur light heavyweight championship and a few months later began his professional career.

Post Script. Joe Louis successfully defended his title 25 times and retired as champion in 1949. Not counting his exhibition bouts for the armed forces during World War II, Louis fought 71 fights from 1934 to 1949, with one defeat—to Schmeling. He held the heavy championship for 11 years, longer than any other fighter.

Learning Activity 15

How did the United States policy toward the nations of the Caribbean and Latin America change between the two world wars?

THEME

Struggle for Equality

BACKGROUND

During the 1920s, Puerto Rico experienced both economic and political turmoil. As the economy came under increasing control of absentee American investors after World War I, sugar began to replace more traditional crops, small-scale farmers were displaced by larger companies, and, as a result, unemployment soared. Meanwhile, the major political question—independence or statehood—remained unresolved.

In 1915, the United States government sent its armed forces to Haiti, asserting that this action was necessary to restore economic and political order and to protect American citizens and investments. The United States claimed that Haiti's balance of trade had so deteriorated that the Caribbean nation might default on its debts and that conditions in Haiti might prompt European intervention. The gradual United States takeover of Haiti's economic and political affairs was at this point accelerated, and United States Marines would become a familiar sight on the island until they were withdrawn in 1934.

However, Franklin D. Roosevelt's "good neighbor policy," begun in 1933, seemed a reinterpretation of the Monroe Doctrine and a repudiation of Theodore Roosevelt's 1904 Corollary. It favored intervention in Latin American and Caribbean affairs only in cooperation with the other nations of the Western Hemisphere. In 1938, delegates from 21 nations met in Peru and issued the Declaration of Lima. These nations decided that, if necessary, they would join together to resist intrusion. Their agreement would be put to the test barely one year later, with the beginning of World War II.

MAJOR IDEAS

- Imperialism has often been exploitative of the people coming under its control.
- Geographic location continued to be an important factor in foreign affairs as indicated by continued involvement in the Caribbean and Latin America.

CONCEPTS

- Change
- Human Rights
- Interdependence
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the impact of United States control over Puerto Rico's economy.
- Assess the impact of the United States occupation of Haiti.
- Explain how the "Good Neighbor Policy" marked a change from previous United States policy toward Latin America.
- Discuss the importance of the 1938 Declaration of Lima.

DEVELOPMENT

- Distribute Worksheet 15A, "Economic Conditions in Puerto Rico in the 1920s and 1930s." Have students read the editorial, complete the exercises, and explain their answers to the following questions:
  - — What do we learn from this editorial about Puerto Rico during the 1920s?
  - — Why were United States businesses interested in investing in Puerto Rico?
  - — If you were president of the United States, what would have been your reaction to this editorial? What would

  you have done about conditions in Puerto Rico?

  - If you were a Puerto Rican *campesino* (farm worker), how would you have responded to these conditions? Explain.
  - If you were a Puerto Rican politician, what would you have done about the economic conditions described on this worksheet?
  - How would you imagine the typical Puerto Rican worker lived in the 1920s and early 1930s?
  - What would be a good title for this editorial?

- Distribute Worksheet 15B, "United States Impact on Haiti." Have students read, complete the exercise and explain their answers to the following questions:
  - What do these selections tell us about the impact of the United States occupation of Haiti?
  - According to the United States Commissioner's report, what changes did the United States effect in Haiti?
  - How do the two reactions compare? Are there any points of agreement? Where is the disagreement?
  - Do you detect any bias in either of these selections? Explain.
  - Was United States occupation of Haiti more a "blessing" or a "curse" for the people of that nation? Do you need additional information? Explain.
  - Did the United States have the right to occupy Haiti? Could the United States have made changes in Haiti without using military force?
  - Are there times when a nation must intervene in the affairs of another nation? Explain.

- Distribute Worksheet 15C, "Franklin D. Roosevelt's Good Neighbor Policy." Have students read the worksheet and complete the exercise; then have them explain their answers to the following questions:
  - What are these readings about?
  - Why do you think Roosevelt called his new way of dealing with the other countries in the Americas a "good neighbor policy"?
  - Why might President Roosevelt have decided to institute the Good Neighbor Policy?
  - If you were the leader of another country in the Americas, how would you have reacted to hearing this speech?
  - Why did President Roosevelt feel that the United States and the countries in Latin America must respect and understand one another's points of view?

- Distribute Worksheet 15D, "The Declaration of Lima." Have students read, complete the exercise, and explain their answers to the following questions:
  - What is the Declaration of Lima about?
  - How did the Declaration of Lima attempt to bring the countries of the Americas together as good neighbors?
  - According to the Declaration of Lima, why did the American states decide to collaborate with one another?
  - Why do you think that the Declaration of Lima was necessary?
  - To what extent did the Declaration of Lima represent a new way for the United States to look at the other countries in the Americas?
  - Did the signing of the Declaration of Lima prove that the United States wanted to be a good neighbor?
  - Do you think that the Declaration of Lima's ideas are still followed today by the American nations? Explain.

FOLLOW-UP ACTIVITIES

Students can:

- Pretend that they are Puerto Rican politicians or farmers in the 1920s writing letters to the president of the United States concerning the effects of absentee ownership of Puerto Rican land on the lives of Puerto Ricans.
- Research Haiti's present political and economic situation and compare it to the difficult times of the 1920s and 1930s.

- Research and report on the United States military occupation of the Dominican Republic from 1916 to 1924.
- Do research papers that explore the nature and course of a Latin American country's relationship with the United States since the adoption of the Good Neighbor Policy, then compare their findings.
- Create a time line of significant events in Haiti's history.
- Get involved in the Haitian relief effort by starting a food or clothing drive.

WORKSHEET 15A

Economic Conditions in Puerto Rico in the 1920s and 1930s

Read the following editorial from the *Multicultural Mosaic*, then complete the exercises that follow.

Multicultural Mosaic

Corporations located in the United States have taken control of Puerto Rico's sugar, tobacco, fruit-growing, railroad, and utilities industries, as well as many other businesses.

Companies from the United States and elsewhere own more than half of the sugar crop. It is the property of men who never see the island and who only want to make money. The *colono*, the farmer who grows the sugar cane, receives less than 65 percent of the sugar from his cane, but has to pay up to 89 percent of the cost of producing it. As a result, *colonos* are leaving farms that U.S. companies buy. To make matters worse, the owners of the sugar companies also control the legislature of Puerto Rico.

Tobacco may pay the Puerto Rican grower a little better, but businesses in the U.S. have made the most profit. Fruit, however, is owned mostly by residents who live on the land and sell their own product.

Almost every mile of railroad on Puerto Rico belongs to two companies that are owned by non-Puerto Ricans. Every ride a Puerto Rican takes pays money to an outside owner. Half the towns depend on outside companies for their lights and power, and more than half the telephone calls go over wires owned by outsiders.

In 1899, only 17 per cent of Puerto Ricans were unemployed. By 1929, 36 percent were unemployed. Wages are down to where workers must spend 104 days working to earn the money to buy food that once cost them only 70 days of work! The price of rice, Puerto Rico's main food, has more than doubled since 1898. Puerto Ricans pay more money for food than New Yorkers do!

Puerto Rico's land is owned by people outside the island. Its political rights rest in the hands of the United States government. Its people are in the depths of poverty. Yet it has been told to help itself. Puerto Rico can hope for no relief under the existing system.

Adapted from *The Broken Pledge*, by Diffie, B. and Diffie, J. (New York: Vanguard, 1931), pp. 199-220

EXERCISE 1

Indicate whether the following statements are True or False, according to the editorial you have just read.

____ Outside businesses controlled the Puerto Rican economy during the 1920s and 1930s.

____ United States companies brought great changes to the economy of Puerto Rico.

____ Most farms at that time were owned by Puerto Ricans.

____ Many Puerto Rican farmers left their farms.

____ Local farmers made a good living from the sugar crop.

EXERCISE 2

Using the editorial you have just read, complete the chart of causes and effects.

CAUSE	EFFECT
	Profits go to outsiders
United States controls access to markets	
	Low wages
American interests come first on the island	
	High prices

WORKSHEET 15B

United States Impact on Haiti

Arguing that economic and political disorder in Haiti might invite European intervention, in 1915 the United States government sent its armed forces to occupy the island nation. The Marines were not withdrawn until 1934. The sources below represent different points of view concerning the impact of the United States occupation of Haiti.

Annual Report of the United States Commissioner of Haiti, 1929

1. Order was maintained for fourteen years, except for the uprisings before 1920 and the 1929 riots.
2. Haitian finances were systematized, debt reduced, and the value of money has been held steady.
3. The occupation created a strong Public Works Department, building roads, bridges, telephone, telegraph lines, etc.
4. The Public Health Service set up eleven hospitals, a medical training school, and clinics.
5. The Technical Services Department operated schools, a farming center, and animal hospitals.

Reaction of a Well-Educated, Wealthy Haitian to the American Occupation

Although foreign domination is never a good thing, medicine teaches us that painful operations sometimes effect a cure. The American invasion might have been a good thing if, although unjust and even infringing for a time upon our independence, it had been temporary and had led ultimately to the reign of justice and liberty. But such is not the case. The Americans have not even this excuse. They have made themselves the allies of the evil past of oppression and tyranny; they have abolished liberty, justice, independence; they are bad administrators of public funds; they offer a peace of degradation and subjection, shame and dishonor. They push forward like the rising tide; they attack our traditions, our soul. Is it not claimed that they want to change our culture, our religion? Even the good that they do turns to our hurt, for instead of teaching us, they do it to prove that we are incapable. They are exploiters. How can they teach us when they have so much to learn themselves?

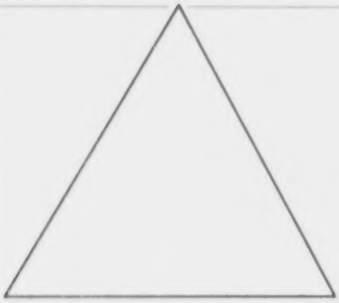
Adapted from *Occupied Haiti* by Emily Green Balch (New York: Negro University Press, 1969). As found in *Haiti: The Duvaliers and Their Legacy* by Elizabeth Abbott (New York: McGraw-Hill, 1988), p. 43.

EXERCISE

Use the scale below to determine whether United States occupation of Haiti was more of a blessing or a curse for that country. In the spaces provided, list as much evidence as you can to support each point of view. After you weigh the evidence, decide which way the scale would tip.

UNITED STATES OCCUPATION OF HAITI, 1915-1934

BLESSING



CURSE

Based on the above scale, I think that United States occupation should be considered more a

because:

WORKSHEET 15C

Franklin D. Roosevelt's Good Neighbor Policy

In President Franklin D. Roosevelt's inaugural address in 1933, he introduced the Good Neighbor Policy. He made speeches on this idea several times during his first year in office. Read the following excerpts from his speeches, and complete the exercise that follows.

First Inaugural Address, March, 1933

I dedicate this nation to the policy of the good neighbor. The good neighbor respects the rights of others, respects obligations, and respects agreements with neighbors. We now realize our dependence on each other. We cannot just take. We must give as well. If we are to go forward we must sacrifice for the good of everybody.

Address on Pan-American Day, April, 1933

Pan-American Day celebrates the cooperation between neighboring countries. Never has it been so important for the countries in the Americas to get along. We must be good neighbors. We must have mutual understanding and appreciate each other's point of view. This is the only way we can build up confidence, friendship, and good-will.

Speech to the Woodrow Wilson Foundation, December, 1933

From now on, the United States is opposed to armed intervention. Each individual nation, not the United States, must keep law and order within its own borders. Only when the breakdown of order affects other nations does it become their concern. Then it becomes the joint concern of the whole continent in which we are all neighbors.

EXERCISE

Imagine that you have just heard the excerpts from President Roosevelt's speeches. Write your reaction to them if you were a citizen of the United States and if you were a citizen of a Latin American country.

Reaction to Roosevelt's Speeches

Citizen of United States	Citizen of a Latin American Nation

WORKSHEET 15D

The Declaration of Lima

In December 1938, the eighth Pan-American conference was held in Lima, Peru. The conference of 21 nations resulted in an agreement between the United States and the Latin American nations called the Declaration of Lima. Read the excerpt below and complete the exercises that follow.

> The peoples of America, because they want peace, because they have feelings of humanity and tolerance, and because they believe in international law and individual liberty without religious or racial prejudices, have achieved a new feeling of togetherness.
>
> On the basis of these ideas, they seek to defend the peace of the continent and work together.
>
> They believe that respect for the independence of each American state is needed for order and unity.
>
> Thus the Governments of the American Nations declare:
>
> 1. They will work together to maintain the law and liberty upon which their unity is based.
> 2. They will continue to defend law and liberty against all activity from outside the Americas that may threaten them.
> 3. If the security or territory of any country in North or South America is threatened, they will do whatever is necessary to show their common concern and to demonstrate their unity.
>
> (Approved December 24, 1938)

EXERCISE 1

Restate the three declarations of the "Declaration of Lima" in your words.

Thus the Governments of the American Nations declare:

1.____

2.____

3.____

EXERCISE 2

Complete the chart below, indicating whether you believe that each of the principles and provisions of the Declaration of Lima were more beneficial to the United States, the countries of Latin America or were equally beneficial to American states. Give a reason for each of your choices.

Principle	Benefits United States	Benefits Latin America	Benefits Both Equally	Reason For Choice
1. Desire for peace				
2. Respect for international law				
3. Equality of states				
4. Respect for individual liberty without racial or religious discrimination				
5. Maintenance of principles				
6. Defense of principles				
7. Consultations with one another for the purpose of organizing common resistance against foreign invasion				

Unit Ten:
The United States Assumes Worldwide Responsibilities

Learning Activity 1

How did world events set the stage for World War II?

THEME

Struggle for Equality

BACKGROUND

Although a German political will to expand can be traced from German monarchies, colonialism, and the creation of the German state in the nineteenth century, we can see the conditions that made World War II possible coming together rapidly in the 1920s. President Woodrow Wilson had hoped to achieve a "peace without victory" at the Versailles Peace Conference ending World War I. But France and Britain had suffered terrible losses during the war. These two nations wanted revenge against Germany and to ensure that Germany would not become a threat again.

Germany suffered severe losses in World War I, and the German people and economy were exhausted. When the newly formed democratic German government was forced to sign the Versailles Treaty, Germans became bitter. The treaty blamed the Germans for the war and required them to pay extremely high reparations to the Allies. Germany lost its overseas colonies and German-occupied territory in Europe. When a bankrupt Germany defaulted on reparations payments in 1923, a French army occupied the Ruhr Valley, the industrial heart of the German nation.

Conditions in Germany deteriorated rapidly with the start of the worldwide depression in 1929. Life savings vanished and bitterness and discontent spread. During this period support rose for radical political parties of both the right and the left, who put forth simplistic explanations and solutions for Germany's troubles.

The right-wing extremists—the National Socialists, or Nazis—preached compellingly their racist views scapegoating a contrived internal enemy. The Nazis claimed that the German people, who they referred to as Aryans, were racially and culturally superior to other peoples and that the "non-Aryans"—primarily the Jews—and Communists caused Germany's defeat in World War I. By ridding Germany of these traitors, the Nazis proclaimed, the country would once again be great.

Nazi leader Adolph Hitler had relentless drive, cunning, a mastery of propaganda techniques, and a zealous group of followers. Many powerful Germans, suspicious of an untried democratic government, supported him because they believed that only a strong leader like Hitler could save the German people. They wanted a fascist government where wealthy capitalists, the military, and top government officials made all important decisions. In 1933 Adolph Hitler was appointed Chancellor of Germany, and in a few months he assumed complete governmental control.

At the same time as these developments were taking place in Germany, other countries were also adopting fascism as a form of government and were becoming increasingly militaristic. In Spain, with support from Hitler's Germany, the military overthrew an elected government. In both Italy and Japan fascist governments mobilized the masses of people, who felt they had been cheated of rightful territorial claims at the Versailles Peace Conference. During the 1930s, Germany, Italy, and Japan all launched wars to expand at the expense of their neighbors or to acquire new overseas colonies.

The Western democracies and the new League of Nations which had been created to keep the peace watched these developments with great worry, not knowing how to stop the Axis powers without going to war. Feeble protests were made, and some ineffective actions were taken. In 1938, when Hitler demanded the Sudetenland region of Czechoslovakia, Great Britain and France gave in to his demands in the hope that this would satisfy Hitler's desire to expand.

Then on September 1, 1939, Germany, having insured itself against the danger of a two-front war by signing a non-aggression pact with the Soviet Union, launched an attack on a weak Soviet satellite, neighboring Poland. Great Britain and France, realizing that Hitler had to be stopped, immediately declared war on Germany. World War II had begun.

MAJOR IDEAS

- War can result from ideology, economic pressures, and/or political conflicts.
- Appeasement is not often successful at stopping aggressive behavior.

CONCEPTS

- Change
- Political System
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Discuss how each of the following was a fundamental cause of World War II: the Treaty of Versailles, the Great Depression, the rise of totalitarianism, the rearming of Germany, U.S. isolationism, appeasement, and failure of the League of Nations.
- Evaluate the degree to which the seeds of World War II were planted in the Treaty of Versailles.

DEVELOPMENT

- Distribute Worksheet 1A, "Events Leading to World War II." Have students work in pairs to complete the exercises and then explain their answers to the following questions:
  - — What do these "headlines" tell us about events leading up to World War II?
  - — What impact did the Treaty of Versailles have on Germany? Was it fair to Germany?
  - — As a German, how would the "war guilt clause" in the treaty have made you feel? Why?
  - — Do you think the treatment of Germany was wise or unwise? Explain.
  - — Were the seeds of World War II planted in the treaty that ended World War I?
  - — Why did Hitler's ideas appeal to the German people in the 1920s and 1930s?
  - — How important was the Great Depression in making possible Hitler's rise to power?
  - — How did Hitler's persecution of the Jews strengthen his influence over the German people?
  - — Why do you suppose the League of Nations failed to take strong action against Japanese, Italian, and German aggression in the 1930s?
  - — Might the League of Nations have been more successful if the United States had joined?
  - — Was the British appeasement of Hitler at Munich in 1938 a smart policy? Should Britain and France have accepted Hitler's word that he would not continue his aggression in Europe? Why or why not?
  - — Could World War II have been prevented?
- Distribute Worksheet 1B, "A Congressman Speaks Out." Have students read it, complete the exercise, and explain their answers to the following questions:
  - — What does Congressman Mitchell say in his letter to President Roosevelt?
  - — Why was Mitchell writing this letter?
  - — If you were President Roosevelt, how would you have reacted to Mitchell's letter? Explain.
  - — In 1938 the United States had a quota that limited Jewish immigration from Eastern Europe to the United States. Should this quota have been relaxed and German and other Eastern European Jews welcomed to the United States? Why or why not?
  - — Do members of minority groups benefit by promoting justice and fair play for all racial groups throughout the world?
- Distribute Worksheet 1C, "A Cartoonist Illustrates World War II's Cause." Have students examine the cartoon, complete the exercise, and explain their answers to the following questions:
  - — How does the cartoonist show Great Britain's response to German aggression?
  - — What is the cartoonist saying about a cause of World War II? Do you agree? Why or why not?

FOLLOW-UP ACTIVITIES

- Research conditions in the United States during the Great Depression and conditions in Germany at the same time. Evaluate the question of why totalitarian dictatorship arose in Germany but not in the United States.
- Imagine you are a world-respected diplomat from a neutral country in the 1930s. Prepare a list of actions to be taken by the world powers that might have prevented the outbreak of World War II.
- Research and report on other instances (historical or contemporary) when a group has been victimized and persecuted. Compare this group's experience with the experiences of Jews in Nazi Germany. Draw some conclusions about what actions may be taken to prevent or stop such victimization and persecution.

WORKSHEET 1A

Events Leading to World War II

The Journal

1919-1939

1919 NEW DEMOCRATIC GERMAN GOVERNMENT FORCED TO SIGN TREATY OF VERSAILLES.

- Germany blamed for World War I.
- Germany required to pay $33 billion in reparations for damages to Allies.
- Germany loses territory and colonies.
- Germany forbidden to build military defenses on west bank of Rhine.

1919 UNITED STATES SENATE REJECTS TREATY OF VERSAILLES; REFUSES TO JOIN NEW LEAGUE OF NATIONS.

- War-weary Americans fear future involvement in European conflicts.

1923 WILD INFLATION DESTROYS VALUE OF GERMANY'S PAPER MONEY.

- Loaf of bread (five marks in 1921) sells for one billion marks.

1929 GREAT DEPRESSION HITS EUROPE; MILLIONS LOSE JOBS.

- Germans' suffering made worse by shame of Versailles Treaty's "war guilt clause" and reparations payments.

1922-30 MILITARY DICTATORSHIPS ESTABLISHED IN ITALY AND JAPAN.

- Both nations, feeling cheated at Versailles, set goals for territorial expansion.

1934 NAZI LEADER ADOLPH HITLER BECOMES ABSOLUTE DICTATOR OF GERMANY.

- Hitler's ideas appeal to Germans:
  - — Opposes Treaty of Versailles.
  - — Blames Jews, democrats, and Communists for Germany's problems.
  - — Calls Germans "the Master Race."
  - — Claims all other races, especially Jews, inferior.
  - — Says Germans need more living room ("lebensraum").
- Nazis gain seats in German parliament (Reichstag).
- Hitler appointed Chancellor.
- Nazis set fire to Reichstag; blame Communists.
- Hitler declares emergency; takes powers of a dictator.

1931-38 LEAGUE OF NATIONS FAILS TO STOP AGGRESSION.

- Japan seizes Manchuria from China.
- German troops enter the French Rhineland.
- Italy invades Ethiopia.
- Japan moves further into China.
- German army moves into Austria.

1936 HITLER FORMS MILITARY ALLIANCE WITH ITALIAN DICTATOR BENITO MUSSOLINI. THEY CALL THEMSELVES THE AXIS POWERS. (JAPAN LATER JOINS THE AXIS.)

1935-39 HITLER LAUNCHES CAMPAIGN AGAINST GERMAN JEWS.

- Jews not allowed to vote or hold public office.
- Marriages between Jews and non-Jews forbidden to protect "purity of the German blood."
- Kristallnacht! Anti-semitic riots result in destruction of Jewish synagogues and shops.
- 26,000 German Jews arrested and sent to concentration camps.

1938 HITLER DEMANDS CZECHOSLOVAKIA TURN OVER ITS SUDETENLAND REGION TO GERMANY; HE ARGUES REGION CONTAINS LARGE PROPORTION OF GERMAN-SPEAKING PEOPLE.

- Great Britain and France, eager to avoid war, give in to Hitler's demands.
- Hitler seizes all of Czechoslovakia.

1939 GERMAN BOMBERS AND ARMORED DIVISIONS CROSS THE BORDER INTO NEIGHBORING POLAND.

- Great Britain and France declare war on Germany.

WORLD WAR II BEGINS!!!

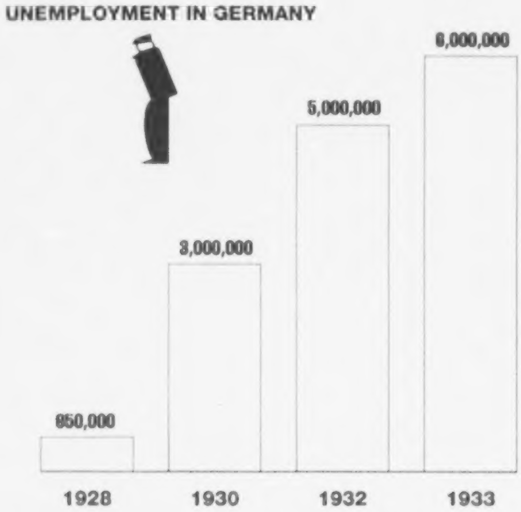
EXERCISE 1

As editor of *The Journal* you want to use pictures to illustrate some of the headlines related to events that led to World War II. Write the letter of the picture below next to the headline that it illustrates.

A.

Hitler and Mussolini. (Life Picture Sales)

B.



The Rise of Totalitarian States (New York: Globe Book Co.)

C.

Concentration camp prisoners. (Bettman Archive)

D.

Reichstag Fire. (United Press International)

EXERCISE 2

Listed below in Column A are fundamental causes of World War II. In Column B, briefly explain how each one set the stage for war. In Column C, number the causes in order of their importance in leading to World War II.

(A)	(B)	(C)
Causes of WW II	**How It Led To War**	**Importance**
Treaty of Versailles		
The Great Depression		
Rise of Dictators		
Isolationism of the United States		
Rearming of Germany		
Failure of the League of Nations		

WORKSHEET 1B

A Congressman Speaks Out

Before war broke out, Americans of many backgrounds and affiliations—Jewish, African-American, labor unions—expressed their concern over Nazi persecution of Jewish people. Congressman Arthur W. Mitchell (1934–42) of Chicago, the first African-American Democrat elected to Congress, wrote the following letter (reprinted courtesy of the Anti-Defamation League) to President Franklin D. Roosevelt:

October 12, 1938

Mr. President:

As a representative of a minority group in America, an underprivileged group which has been subjected to prejudice and mistreatment from time to time, we are interested in the attitude of majority groups throughout the world toward minority groups. At the present time we are greatly disturbed because of the intolerance of certain major groups toward the Jewish people living in European countries and wish to have our voice heard in the interest of justice and fair play for all racial groups. We believe that the same spirit of intolerance which is working so tremendously against the safety and sacred rights of the Jewish people, if permitted to go unchallenged, will show itself sooner or later against all minority groups, perhaps in all parts of the world. We request you, the highest representative of our Government, to use every reasonable and peaceable means at your command in securing protection for the Jewish people in this hour of sad misfortune.

Sincerely,
Congressman Arthur W. Mitchell

EXERCISE

Write your own letter to President Roosevelt reacting to the position taken by Congressman Mitchell. Use the framework provided.

October, 1938

Dear President Roosevelt:

Congressman Arthur Mitchell has requested that the United States take action to stop the persecution of Jewish people in Nazi Germany. I (support, oppose) his position on this issue because

____

____

____

In addition, the Congressman states that members of minority groups have a special interest in challenging intolerance anywhere. I (agree, disagree) because

____

____

____

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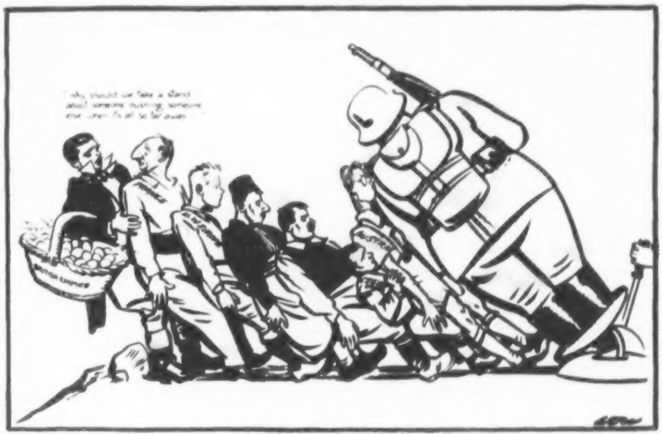
Sincerely,

WORKSHEET 1C

A Cartoonist Illustrates World War II's Cause

Study the cartoon below and answer the questions that follow on the worksheet.

Why should we take a stand about someone pushing someone else when it's so far away?


"Why should we take a stand about someone pushing someone else when it's all so far away?"
LOW

INCREASING PRESSURE.

"Increasing Pressure," cartoon by Sir David Low. © John Appleton, Solo Syndication and Literary Agency. Courtesy Cartoon Study Centre, University of Kent, Canterbury, UK.

- What is happening in the cartoon?
- What does the large figure on the right represent?
- What do the figures to his left represent?
- What is Britain holding?
- What is its significance?
- What is the cartoon's caption?
- What is the cartoonist's message?

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Learning Activity 2

Was United States entry into World War II inevitable?

THEME

Culture/Diversity

BACKGROUND

In 1940 and 1941 the war went very badly for the Allies. The German army and tank corps swept through and defeated Belgium, the Netherlands, Norway, and France. Great Britain was nearly overwhelmed by a massive bombardment by the German Air Force. Germany was so convinced that Great Britain was on the verge of collapse that it violated its non-aggression pledge and attacked the Soviet Union. Meanwhile, Japan had seized most of Southeast Asia, and Italy was occupying Albania.

During the early years of the war, the overwhelming majority of Americans hoped for an Allied victory but were reluctant to take part in the hostilities. Many Americans demanded strict neutrality. As long as there was a strong likelihood of an Allied victory, the Roosevelt administration resisted direct involvement. But the fall of France, Norway, and the Low Countries provoked a crisis in United States foreign policy. Aid to Britain, both moral and economic, became a necessity. Lend-Lease and other aid packages were instituted to support the Allies.

Only when Japan attacked Pearl Harbor on December 7, 1941, did the debate over United States participation in World War II finally cease. The attack precipitated United States entry into the war on both the eastern and western fronts.

Before the Pearl Harbor attack, Japan's moves to take the poorly protected French and Dutch colonies in the Pacific had upset the balance of power in the Far East. The United States, seeing its interests threatened, responded with an embargo on the shipment of badly needed gasoline, machine tools, scrap iron, and steel to Japan. When the United States demanded that Japan withdraw from China and the territories to the south known as Indochina, Japanese military leaders were faced with the choice of giving up their dreams of empire or going to war with the United States. They chose war.

MAJOR IDEAS

- Outside forces sometimes act to force political decisions upon nations.
- Alliances, established to build combined POWER, are based on such factors as geographic location, economic goals, and political ideology.

CONCEPTS

- Interdependence
- Political Systems
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Summarize arguments over neutrality that raged in the United States before Pearl Harbor.
- Describe events in Europe and Asia that led the United States to abandon neutrality and finally join the Allies.
- Explain United States and Japanese positions on the attack at Pearl Harbor.
- Analyze the reactions of diverse Americans to the Pearl Harbor attack.
- Evaluate the degree to which United States entry into World War II was inevitable.

DEVELOPMENT

- Distribute Worksheet 2A, "The War in Europe and Asia." Have students examine both maps, complete the exercises on the worksheet, and explain their answers to the following questions:
  — What do these maps show us about events in Europe and Asia in the years before the United States entered World War II?

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  - As President Franklin D. Roosevelt, how would you have reacted to these events in 1940-41?

- Have students simulate a Congressional hearing held in 1940 on the question of United States neutrality vs. participation in World War II.

- Divide the class into groups of four or five students and distribute to each group one of the "role cards" from Worksheet 2B, "The Debate Over United States Involvement." Instruct the groups to read the role cards to which they have been assigned, discuss the arguments presented, choose a recorder to list those arguments, and finally prepare a spokesperson to play the assigned role, presenting those arguments at a "Congressional hearing."

- Hold the hearing. Have the various group spokespersons, acting as committee "witnesses" in their assigned roles, present their testimony on the issue of United States neutrality vs. support for the Allies (Lend-Lease). Allow the entire class, as the Congressional committee, to vote on Lend-Lease. Compare the class vote with the actual vote. Tell student's that the Lend-Lease Act of 1941 received better than two-to-one support in Congressional voting. Finally have students explain their answers to the following questions:
  - What did this worksheet tell us about the debate over United States participation in World War II?
  - How did arguments in favor of United States isolation compare with arguments against isolation?
  - How did President Roosevelt's view compare with Charles Lindbergh's?
  - Why did Senator Wheeler believe that Lend-Lease would inevitably lead the United States into the war?
  - What was Senator Nye's position on Lend-Lease? Why do you suppose many Americans were concerned with the arguments he put forth?
  - How did the American public feel about United States involvement in the war? Why do you suppose so many Americans favored aid to Great Britain and France?
  - If you had lived in the United States in 1940, would you have favored isolation? aid to the Allies (Lend-Lease)? United States entry into the war? Explain.
  - Did United States adoption of Lend-Lease make entry into the war inevitable? Why or why not?

- Distribute Worksheet 2C, "The Pearl Harbor Attack" and have students read it and explain their answers to the following questions:
  - What did President Roosevelt tell Congress in his speech of December 8, 1941?
  - Why did he call December 7, 1941 "a day that will live in infamy"?
  - What evidence suggests that the attack was well planned?
  - If you were a Senator or Representative, would you have supported United States entry into World War II once Pearl Harbor occurred? Explain.
  - Why did the United States declare war on Germany and Italy a few days after the attack at Pearl Harbor?
  - How did the Japanese Foreign Minister Togo justify the Pearl Harbor attack?
  - Do you think that the United States forced Japan to strike first, as Togo claimed? Do you have enough evidence? What additional information would you need?
  - Was United States entry into World War II inevitable? Was there a point at which United States involvement in World War II became inevitable? At which point? Why?

- Distribute Worksheet 2D, "Reactions to Pearl Harbor." Have students read the worksheet and explain their answers to the following questions:
  - What do these accounts tell us about how some Americans reacted to the Pearl Harbor attack?
  - How did each of these Americans learn of the attack?
  - How did their reactions compare? How do you explain the differences?

  - Why did Elinor Kajiwara and her fellow students have to get rides from private cars? How did this make her feel?
  - Why does Ernie Wilmers characterize the Nazis' order for him to report back to Germany for military service as "a funny thing"?
  - As an American child or as a young adult on December 7, 1941, how do you think you would have reacted to the Japanese attack on Pearl Harbor? Explain.

- Distribute Worksheet 2E, "Cartoonists View U.S. Involvement in the War." Have students examine the cartoons, complete the exercises, and explain their answers to the following questions:
  - How do these two cartoons reflect the change that occurred in how Americans thought about World War II?
  - How do you explain the change?
  - How important is it for the president to take public opinion into account before involving United States troops in military action abroad?

FOLLOW-UP ACTIVITIES

Students can:

- Interview relatives, friends, and neighbors who recall the Pearl Harbor attack for their reactions at the time.
- Examine United States involvement in global conflicts today. Write reports on why and how the United States became involved in a conflict, and take and defend a position on whether the United States ought to be involved.
- Debate the question: Can the United States afford to adopt a policy of isolation today?

WORKSHEET 2A

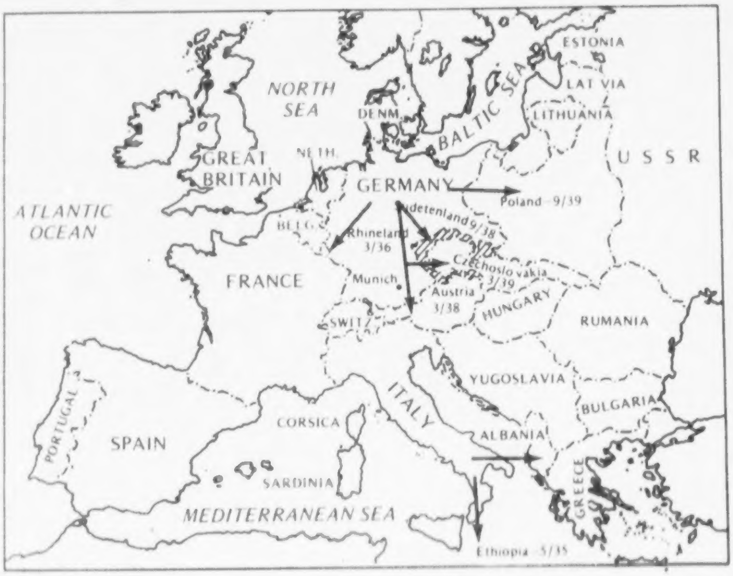
The War in Europe and Asia

Examine the maps below and complete the exercises.

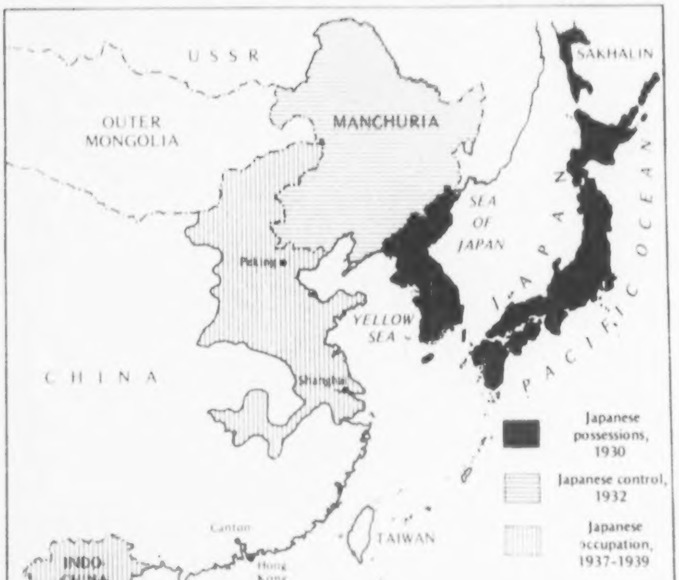
EXERCISE 1.

1. Which continent is shown on this map? ____________________
2. What is the title of this map?

   ____
3. Which two nations were invaded by the Germans in 1939? ________ and ____________________
4. What African nation was invaded by Italy in 1935? ____________



Map A: Axis aggressions in the 1930s.
Enjoying World History (New York: Amsco School Publications), 1977



Map B: Japanese expansion in the Far East, 1930-1939.
Enjoying World History (New York: Amsco School Publications), 1977

EXERCISE 2.

1. Which continent is pictured here?

   ____
2. What is the map's title?

   ____
3. Which regions of the mainland did the Japanese control in 1932?

   ____

   and ____________________
4. What Asian region did Japan occupy between 1937 and 1939?

   ____

   ____

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WORKSHEET 2B

The Debate Over United States Involvement

When World War II began, the official policy of the United States was "neutrality." But by 1940 events in Europe and Asia led President Roosevelt to ask Congress for Lend-Lease: The United States would greatly increase its production of military equipment so that it could lend or lease to the British and to the other Allies any materials needed to carry on the fight. Lend-Lease caused a storm of controversy. The "roles" described below summarize some of the opinions that were expressed at the time.

ROLE CARD #1

President Franklin D. Roosevelt

Armed defense of democracy is now being bravely waged in four continents. If that defense fails, all the population and all the resources of Europe, Asia, Africa and Australia will be dominated by the conquerors.

There is much talk of our immunity from immediate and direct invasion from across the seas. Obviously, as long as the British Navy retains its power, no such danger exists. Even if there were no British navy, it is not probable that any enemy would be stupid enough to attack us by landing troops in the U.S. from across thousands of miles of oceans until it had acquired strategic bases from which to operate. But the necessary strategic points would be occupied by secret agents and their dupes, and great numbers of them are already here, and in Latin America.

ROLE CARD #2

Senator Burton K. Wheeler, Montana

The Lend-Lease program stamps the President as war-minded. It will plow under every fourth American boy. Approval of this law means war, open and complete warfare. I, therefore, ask the American people before they accept it. Was the last world war worth it?

If it were, then we should lend and lease war materials. If it were, we should lend and lease American boys. President Roosevelt has said that we would be repaid by England. Of all its allies in World War I, only Finland has repaid the massive war loans that had been extended by the United States. If the U.S. adopts Lend-Lease, our boys will be returned—returned in caskets, maybe, returned with bodies maimed, returned with minds warped and twisted by sights of horrors.

ROLE CARD #3

Charles A. Lindbergh, Aviator, National Hero, "America First" Committee Member

I do not believe that our American way of life will gain through an unsuccessful war. And I know that the United States is not prepared to wage war in Europe successfully at this time...

The United States is better situated from a military standpoint than any other nation in the world. Even in our present condition of unpreparedness, no foreign power is in a position to invade us today. If we concentrate on our own defenses and build the strength that this nation should maintain, no foreign army will ever attempt to land on American shores.

ROLE CARD #4

Senator Gerald P. Nye, North Dakota

In 1935 I headed a Senate committee that investigated World War I profits. The figures show that many American bankers and weapons makers reaped rich profits from World War I. These bankers and munitions makers, "Merchants of Death," made huge loans to the Allies in the first World War. Then they pressured our government to enter the war in order to guarantee that their loans would be repaid. The American people were manipulated by the greedy few into supporting participation in World War I.

ROLE CARD #5

William Allen White, Kansas Newspaper Editor, Chairman of the Committee to Defend America by Aiding the Allies

The United States should aid the Allies in whatever way possible other than by going to war. Not only does German and Italian ag-gression in Europe threaten the national security of the United States, but Japanese aggression threatens U.S. interests in the Pacific. In great need of oil, Japan threatens to invade Indochina and the East Indies [colonies of France and the Netherlands respectively until defeated by Germany]. I'm not at all sure that the sanctions the United States has imposed on Japan, i.e., reduction in the amount of oil she can import from the U.S., will make Japan back off.

Even if the U.S. were not directly threatened, I believe that Americans have a moral duty to aid the victims of unprovoked aggression. We cannot claim freedom for ourselves and remain secure while freedom is being denied to others around the world.

ROLE CARD #6

John Q. Public, U.S. citizen and voter

Some argue that, according to the polls, most Americans are against going to war and, therefore, would oppose Lend-Lease because this policy will involve the U.S. in non-neutral actions. I do not agree.

The public-opinion polls during these last few months show some contradictory desires. A strong majority of the American people want to stay out of war, but a strong majority favors helping Britain even at the risk of war.

The fall of France in June of 1940 seems to have brought about the change in American public opinion that President Roosevelt has been trying but failing to bring about.

Adapted from Charles M. Doller, ed., *American Issues - A Documentary Reader* (New York: Random House), 1988.

WORKSHEET 2C

The Pearl Harbor Attack

The Journal

December 7-11, 1941

U.S. AT WAR !

JAPAN ATTACKS AMERICAN FLEET AT PEARL HARBOR, HAWAII CASUALTIES HIGH!

ROOSEVELT ASKS CONGRESS TO DECLARE WAR ON JAPAN

"Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval forces of the Empire of Japan.

"The United States was at peace with that nation, and, at the request of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific.

"Yesterday, the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong, Guam, the Philippine Islands, and Wake Island. This morning the Japanese attacked Midway Island.

"I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire."

American ship the Arizona burning after Japanese sneak attack. (U.S. Navy photo.)

3 DAYS LATER PRESIDENT ASKS CONGRESS TO DECLARE WAR ON GERMANY AND ITALY

"On the morning of December 11, the Governments of Germany and Italy declared war against the United States. The long-known and the long-expected has taken place. The forces trying to enslave the world now are moving toward this hemisphere. Never before has there been a greater challenge to life, liberty, and civilization."

JAPANESE FOREIGN MINISTER TOGO CLAIMS U.S. FORCED JAPAN TO GO TO WAR

"Even a small, militarily weak nation would have taken up arms against the United States if it had been handed a note like the one that the U.S. government presented to Japan.

That note demanded that Japan immediately withdraw from China and from Indochina. The United States delivered this note knowing full well that Japan would have to reject it. In May of 1941 when the U.S. stopped all oil shipments to Japan, she was forced to attack her neighbors and take the oil she needed.... Indeed, the question of how to get Japan to fire the first shot had been debated in Washington, D.C. It seems not unreasonable to conclude that the American note was the throwing down of a challenge to Japan."

WORKSHEET 2D

Reactions to Pearl Harbor

On the 50th anniversary of the bombing of Pearl Harbor, the Americans below were asked about their memories of that fateful day. Read their responses.

DAVID DINKINS

Former mayor of
New York City

I was 14 and I recall learning about the attack from the conversations of grownups around me. It's my recollection that they thought the talks between Japanese and U.S. envoys in Washington had been going well so the news of the Japanese attack was particularly shocking. For me, the war didn't start to sink in until casualties started to mount among neighbors who had gone into service.

MARIO CUOMO

Governor of
New York State

I was home, listening to "The Shadow" on the radio. I don't know what time it was, 3 o'clock or 4, maybe. I was 9 years old, and I cannot tell you everything precisely except it came on over the radio... sometime around dusk, maybe. It didn't have immediate meaning for me. But my parents were not that shocked to find out that we were in war because everyone in our neighborhood was very conscious of what was going on in Europe. Everyone in the neighborhood was from Europe—the Italians, the Jews.

JOHN V.N. KLEIN

Former Suffolk
County Executive

I was 10 years old, it was about 7 or 8 at night and I was just climbing into bed in our Smithtown home when my father came in. He was very grim and I remember he sat down on the edge of the bed, told me about the attack and explained carefully where Pearl Harbor was and how this was the beginning of a war. Then he reached over and pulled down the window shades and said: "This is what we'll have to do each night from now on." The war didn't mean much to me then. It did, though, three years later. My brother, a marine pilot, was killed in a mid-air crash. The news, from the War Department, came by telephone. I was the one who picked up the phone.

CORA CHIN

Lynbrook, New York,
resident

I was living in Chinatown at the time, and I'd gone to a movie—something with Errol Flynn—and when I got home, my mother told me the news. I don't think we were all that surprised. Ours was a Chinese-American family. China had been at war with Japan for three years. And my parents had been active in raising funds for Chinese causes and in protesting the Japanese incursion into China—in some ways, the Japanese were monsters to us, because of the war, you know.

ERNIE WILMERS

Sea Cliff, Long Island,
resident

I was working for Ranger Aircraft in Jamaica [Queens] at the time, and as I recall, we got the news by radio. I was a new father and had ulcers, so I got a deferment from service. Funny thing: I'd come over from Germany, in 1936, and I'd gotten a letter from the Nazis, ordering me to report back for military service. I guess they still hadn't found out I was Jewish.

ELINOR KAJIWARA

Manhattan resident

I was living in Los Angeles at the time and I'd just come home from... church when the news came over the radio. My reaction was absolute shock. I was a student... and we had to get rides from private cars. I remember [bus] drivers wouldn't pick us up; it made me feel like an outcast.

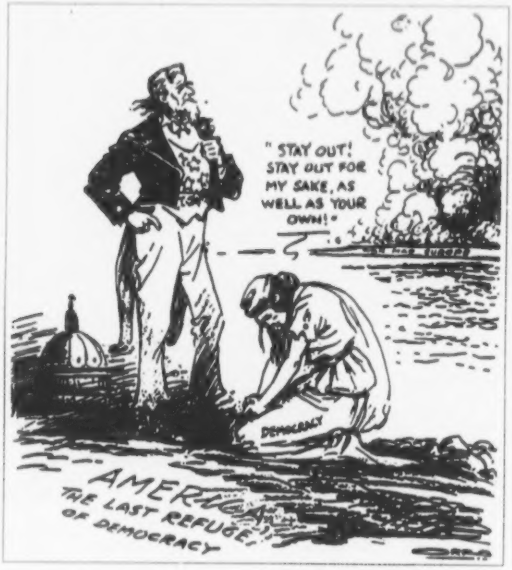
Newsday, "Remembering Pearl Harbor: 50th Anniversary Issue," December 1, 1991, pp. 6-7.
A *Newsday* article reprinted by permission, Newsday, Inc., © 1991

WORKSHEET 2E

Cartoonists View U.S. Involvement in the War

Cartoon A appeared in a United States newspaper in 1939 at the start of World War II in Europe. Cartoon B appeared in another American newspaper in 1941.

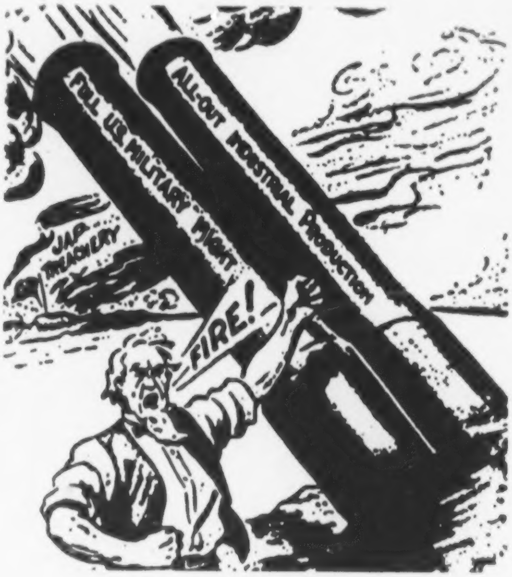
A.


" STAY OUT! STAY OUT FOR MY SAKE, AS WELL AS YOUR OWN!"
WAR MAD EUROPE
DEMOCRACY
AMERICA THE LAST REFUGE OF DEMOCRACY
ORR

"The Only Way We Can Save Her."

©1941, *Chicago Tribune Co.* All rights reserved; used with permission. Joseph Orr, cartoonist

B.



"Give 'em both Barrels"

New Orleans Times-Picayune, 1941. Reprinted with permission.

CARTOON A

1. Who is the figure at left?

____

2. What does he represent?

____

3. What is happening in the background?

____

4. What does the figure on the right represent?

____

5. What is the cartoon's title?

____

6. What is the message of this cartoon?

____

CARTOON B

1. Who is the figure at the bottom?

____

2. What is happening in the background?

____

3. What is the caption?

____

3. What is this cartoon's message?

____

Learning Activity 3

How did World War II affect Americans on the home front?

THEMES

Contributions, Struggle for Equality

BACKGROUND

World War II changed the lives of all Americans. As the demand for industrial production increased, unemployment declined. Despite the rationing of items such as shoes, tires, and coffee, people in the United States suffered very little of the deprivation that Europeans did and, in fact, many experienced a higher standard of living than ever before.

As thousands of men and women joined the armed forces, the need for additional workers in all parts of the country increased. Population shifts followed the creation of job opportunities. A dramatic change in the work force was the march of women onto the factory floor. More than six million women took up jobs; over half of them had never before worked for wages. With mothers working full shifts and fathers in the army, children often went unattended. The government was obliged to set up some 3,000 day-care centers to care for the children of "Rosie the Riveter" while Rosie drilled the fuselage of a heavy bomber. When the war ended, Rosie and many of her sisters were in no hurry to put down their tools, and often continued to work outside the home. The war thus contributed to a revolution in the roles of women in American society.

Despite increased job opportunities, African-Americans continued to face discrimination and even violence on the home front. Only when black leader A. Philip Randolph, president of the Brotherhood of Sleeping Car Porters, threatened a massive March on Washington in 1941 to demand equal opportunities for blacks in war jobs and in the armed forces, did President Roosevelt issue Executive Order 8802 forbidding discrimination in defense industries. In addition, the President established the Fair Employment Practices Commission (FEPC) to monitor compliance with his edict.

The military services shuffled service men and women around, mixing together people of many backgrounds. Often feelings of racial animosity surfaced, producing some of the era's worst domestic violence. In 1943 young "zoot-suit"-clad Mexicans and Mexican-Americans in Los Angeles were viciously attacked by Anglo sailors who cruised streets in taxicabs, searching for victims. Order was restored only after the Mexican ambassador made an emotional plea, pointing out that such outbreaks were grist for Nazi propaganda mills. At almost the same time, an even more brutal race riot that killed twenty-five blacks and nine whites erupted in Detroit.

The Jewish artists, scholars, and scientists, like Albert Einstein, who were allowed to enter the United States from Hitler's Germany, made inestimable contributions to this country. However, the Washington government's overall record with regard to the Jewish people of Europe is clear. The slaughter of millions of innocent men, women, and children proceeded all but unchecked, despite the very clear evidence and frantically repeated pleadings of Jewish leaders here and in Europe. Humanitarian organizations such as the American Friends Service Committee met up against innumerable bureaucratic procedures, anti-Semitic fears and excuses, and outright refusals to every request or proposal to prevent the genocide unfolding before their eyes.

MAJOR IDEAS

- When threatened, humans are capable of reacting with an enormous ability to work and sacrifice for the defense of freedom.
- Hatred and intolerance come to the surface in war time.

CONCEPTS

- Change
- Interdependence
- Justice

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the impact that World War II had on various groups of Americans.
- Identify: Executive Order 8802, Rosie the Riveter, rations, war bonds, victory gardens, and the role each played during World War II.
- Evaluate the effects of World War II on American women, African-Americans, Mexican-Americans, American youth, and Jewish refugees.

DEVELOPMENT

- Divide the class into groups of five students each, and distribute Worksheet 3A, "Impact of World War II: The Home Front." Assign to each student in the group one of the selections on the worksheet. Distribute one copy of Worksheet 3B, "The Home Front: A Radio Talk Show," to each group. Instruct each student to read his or her assigned selection and take notes in the space provided on the worksheet. Have each student in the group teach the others what has been learned about the war's impact. Have group members work together to write a radio talk show script as explained and outlined on Worksheet 3B. After the various groups perform their "talk shows," then have students explain their answers to the following questions:
  - — What do these selections tell us about the effects of World War II on the people of the United States?
  - — How can you explain Rachel Wray's experiences? Would she have the same opportunities today? Why or why not?
  - — When the war ended, how do you think Rachel Wray felt about leaving her job and returning to her role as housewife?
  - — How did growing up during World War II present problems for children whose mothers worked in defense plants? How would you have recommended these problems be solved?
  - — Why did President Roosevelt sign Executive Order 8802? Why did he want to avoid a March on Washington by African-Americans in 1941?
  - — Why, according to Earl Dickerson, did World War II cause blacks "to measure the rights they had as against the rights that the whites were given"? What do you think about Dickerson's statement that the measuring will never end?
  - — How do you account for the "zoot-suit riots"? Explain why such violence against a particular group may be more likely to occur in troubled times, like wartime.
  - — How did the United States State Department explain its refusal to grant visas allowing Jewish refugees from Germany into this country in 1940?
  - — How responsible is the United States for the deaths of millions of Jews unable to flee Nazi-occupied territories?
- Distribute Worksheet 3C, "Home Front Picture Album." Have students examine the photos, complete the exercise on the worksheet, and explain their answers to the following questions:
  - — What do these pictures tell us about the impact of World War II on the American people?
  - — How did Americans "pull together" and sacrifice to win the war?
  - — During World War II, how willing would you have been to sacrifice for the war effort?
  - — Can you describe a threat to our nation today that would cause you to make sacrifices and contribute to the national effort?

FOLLOW-UP ACTIVITIES

Students can:

- Interview people who lived during World War II on the United States "home front." Ask how the war affected their daily lives.
- Write original stories about women, young people, African-Americans, Mexican-Americans, and others, during World War II, based on the primary sources included in this learning activity as well as on further research.
- Research and report on the Bracero (Hired Hand) Agreement negotiated by the United States government with Mexico in 1942 to fill the labor shortage created by the war.

WORKSHEET 3A

Impact of World War II: The Home Front

SELECTION 1:
FEMALE DEFENSE WORKERS

The following memories come from Rachel Wray, who was born on a farm in Oklahoma. She began working in a defense plant after her husband left to serve in the Pacific.

I was one of the first women hired at Convair aircraft factory.... Convair had a motto which said that "anything short of right was wrong," and that stuck with me. I went to work in the riveting group in metal bench assembly. The mechanics would bring us the jobs they had put together, and we would take the blueprints, and rivet what they brought us....

I tackled everything. I had a daring mother who was afraid of nothing—horses, farm implements, anything—so maybe I inherited a little bit of that from her. I remember my brother and his Air Force friends laughed at me one day, thinking I couldn't learn this mechanical stuff. But it only made me more determined. I think it probably hurt their pride a little bit that I was capable of doing this.

Pretty soon I was promoted to bench mechanic work, which was detailed hand riveting. Then I was given a bench with nothing to do but repair what other people had ruined. I visited a man recently who's seventy-four years old, and he said to my daughter, "All we had to do was foul up a job and take it to her and she'd fix it."

I loved working at Convair. I loved the challenge of getting dirty and getting into the work. I did one special riveting job—hand riveting that could not be done by machine. I worked on that job for three months, ten hours a day, six days a week, and slapped three-eighths- or three-quarter-inch rivets by hand that no one else could do. I didn't have that kind of confidence as a kid growing up, because I didn't have that opportunity. Convair was the first time in my life that I had a chance to prove that I could do something, and I did. They finally made me a group leader to help break the new women in.

Selection from Mark Jonathan Harris, et. al., *The Home Front: America During World War II*. Published by G. P. Putnam's Sons, New York

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NOTES (Be sure to use at least one quotation): ______________________________

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SELECTION 2:
RACISM IN WAR INDUSTRIES

Earl B. Dickerson, an African-American appointed by President Roosevelt to the first Fair Employment Practices Committee, served there from 1941 to 1943. Below he recalls efforts to enforce Executive Order 8802.

Around 1940, '41, the war industries were set in motion: Lockheed, Boeing, all the rest. If this was a war to see that democracy prevails, preparations should involve all our people equally. Since blacks had been to a large extent excluded, A. Philip Randolph and Walter White, Executive Director of the NAACP, planned a march on Washington. To prevent this from happening, Mr. Roosevelt put forth Executive Order 8802. This set up the Fair Employment Practices Committee. I was one of the first named.

Because I was the only lawyer in this group, I was always sent out in advance of any hearing. With some investigators, I prepared the cases for the committee when it met.

One of the first hearings was here in Chicago at City Hall. It was a wonderful three days, examining these people from industry. I remember some fellow from General Motors. We had him on the stand: "How many Negroes do you employ?" He replied, "One."

I distinctly remember the hearings in Los Angeles. I had gone out a week before the hearings with a couple of investigators. Lockheed had employed some twenty thousand people in the war effort. No Negroes. Not until the morning of the hearings did they employ any. I asked the head of personnel, "Are you familiar with the contents of Executive Order 8802?" He said yes. I said, "Do you have any Negroes in your employ?" He said yes. "How many do you have?" He said nine. I said, "In what department?" He said, "In the custodial department." That meant they were sweeping floors. (Wryly) Well, that was a beginning.

You must remember Roosevelt had to be pushed. I had no personal relationship with President Roosevelt until he issued Executive Order 8802. It was June 25, 1941.

It was in World War II—because it was so clear, it was against Hitler—that the blacks began to measure the rights they had as against the rights that the whites were given.

From *The Good War: An Oral History of World War II.* Copyright © 1984 by Studs Terkel. Reprinted by permission of Pantheon Books, a division of Random House, Inc.

NOTES (Be sure to use at least one quotation): ______________________________

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SELECTION 3:
MEXICAN-AMERICANS VICTIMIZED IN LOS ANGELES

Don McFadden recalls the "zoot-suit riots" that broke out during the summer of 1943 when high American casualties in the war led servicemen to release their frustrations on Mexican-Americans.

Los Angeles was just a beehive, twenty-four hours a day. The defense plants were moving full time, shipyards and all the rest. Downtown movies were staying open twenty-four hours a day. And restaurants. You could go downtown at two in the morning, it'd be like Saturday night. Streets were full of people.

In the summer of '43, they had these zoot-suit riots. Zoot suit was a style of dress, mostly Mexican-American kids went into it at that time. It actually started in East L.A., and they would spread out to Hollywood and down around the beach. Once in a while they'd have a ruckus.

There were some sailors down at the beach. Apparently, they got into some kind of confrontation with these zoot-suits. A sailor had been stabbed, that was the word. When the word got back to San Diego, where all the servicemen were—well, you know the navy and the marines. (Laughs) This was in June of '43. Thousands of servicemen came up. They started grabbing anybody that had a zoot suit on. Anybody wearing that was fair game. They just really did a number on 'em—ripped their clothes up, beat 'em up. Then it spread downtown, and the police really had a problem.

I heard about it on the radio and was reading about it. One night myself, my brother, and two friends decided to go down and see what was going on, right? We figured: Hey, we're big men. We're gonna get involved in this. We really just wanted to see first-hand what was happening.

They had the street blocked off for about six blocks. Pretty soon, we see these servicemen confronting the zoot-suiters. Sometimes they didn't even have zoot suits on. If they happened to be Mexican, that was enough.

A lotta people got hurt, a lot of innocent people, a lot of these young Mexican kids. I saw a group of servicemen stop a streetcar. They spotted one zoot-suiter on it. They got on, he couldn't get off. They carried him off unconscious. Here's a guy riding a streetcar and he gets beat up 'cause he happens to be a Mexican. I actually saw that happen.

From *The Good War: An Oral History of World War II.* Copyright © 1984 by Studs Terkel. Reprinted by permission of Pantheon Books, a division of Random House, Inc.

NOTES (Be sure to use at least one quotation):

SELECTION 4:
JEWISH REFUGEES BARRED FROM THE UNITED STATES

In November of 1940, Margaret E. Jones of the American Friends Service Committee wrote the following letter to the Committee's Executive Secretary:

Mr. Warren of the State Department... [said] the President just did not want any more aliens coming to the U.S.,... especially... from Germany. He explained it [in terms of] increasing anti-Semitism in the U.S. [and added that] some refugees had already been traced to spying activities.... Emigration for... Jews coming from Germany was practically finished.

On my way from Vienna, I wrote about this and indicated just how awful it was, because the Consulate kept encouraging people to do everything required of them and then at the final interview decided the person would "become a public charge" and not get a visa. In the final interview a stenographer takes down the answers. Now very few non-Aryans in Germany entirely trust the *German* members of the United States consulate staff, and to reply to questions about the Nazi government in a negative way naturally terrifies the applicant. On the other hand, if he doesn't say what he thinks about the Nazi government, he feels that the United States consuls will judge him to be a potential spy.

Perhaps I feel too strongly about this—but I know only too well what the life of the Jew in Vienna is today. I know of the terror and despair, and of the unbelievable difficulties each man and woman endures and tries to solve, in connection with obtaining the U.S. visa. But it seems to me that if the United States wants to make a new ruling due to the war, that it must make it—openly and give the reasons. We cannot continue to let these tragic people go on hoping that if they comply with every requirement, if they get all the special documents, if they nerve themselves for the final interview they *may* just possibly be the lucky ones to get visas when we know that practically no one is granted visas in Germany today.

Letter to Clarence Pickett, Executive Secretary of American Friends Service Committee. Reprinted by permission of AFSC.

NOTES (Be sure to use at least one quotation): ______________________________

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SELECTION 5:
YOUNG PEOPLE AND WORLD WAR II

Growing up during the war presented unusual problems, especially with my mother working so many hours and my father off fighting the Japanese in the Pacific. Many of us in Los Angeles roamed the streets on days when there was no school. There were times when my mother sent us to all-day or even all-night movies. I heard a story that a social worker near the defense plant in down-town Los Angeles counted 45 infants locked in cars in a single parking lot.

The newspapers said that arrests of teenagers jumped 20% in 1943 alone. The increase was greater for girls than boys. Many girls became prostitutes. Arrests for that crime climbed 68% in 1943. Among boys, the newspapers said, the most common crime was theft, but vandalism and violence were also problems.

Most of my friends and I did what we could to help in the war effort. We collected our nickels and dimes to buy war stamps and bonds. We took my younger brother's wagon from house to house collecting old newspapers, tin cans, rubber, and scrap metal.

I had to join the many other people my age who dropped out of school and go to work. My mom said it was too difficult making ends meet on her salary alone.

NOTES (Be sure to use at least one quotation): ______________________________

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The Home Front: A Radio Talk Show

During World War II, American families got their news by listening to the radio. In your group, work together to write the script for a radio program entitled "World War II's Impact: The American Home Front." Use the outline below.

Show Host: World War II has changed the lives of all Americans. How has the war affected your group?

Woman: ______________________________

Youth: ______________________________

African-American: ______________________________

Mexican-American: ______________________________

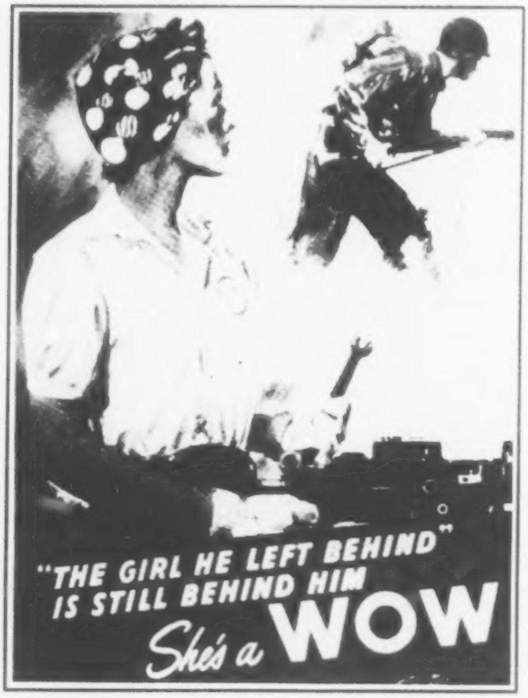
Jewish Refugee: ______________________________

WORKSHEET 3C

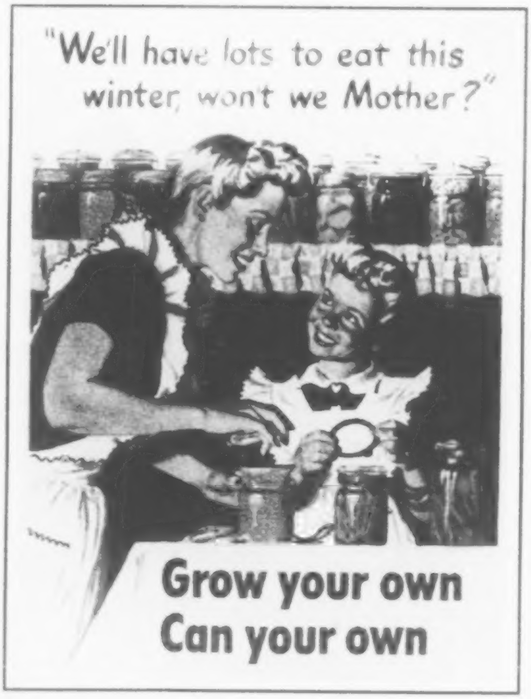
Home Front Picture Album

Choose a caption from those below and place it under each picture from the home front during World War II:

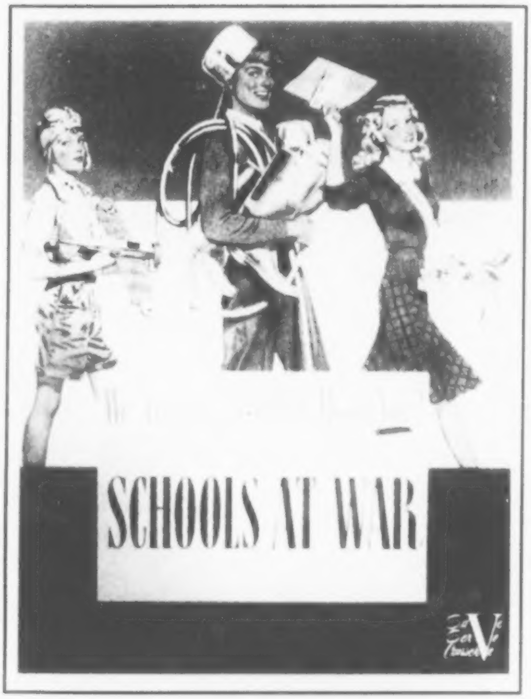
- Consumers get ration booklets with coupons worth points.
- "Rosie the Riveter" takes on a "man's job."
- Americans grow their own food in "victory gardens."
- School children buy war savings bonds.
- Saved rubber and metal turned into war supplies.



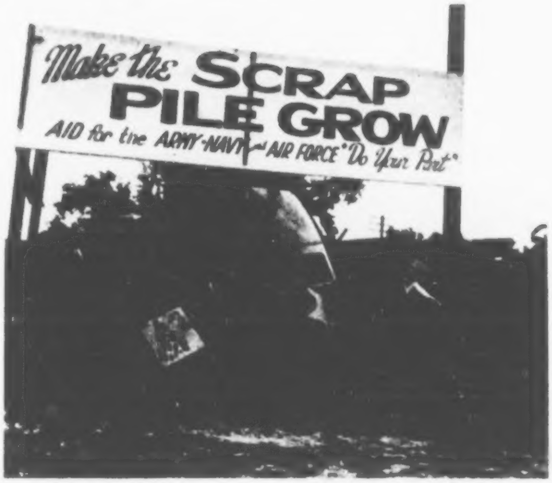
WOW — Women Ordnance Worker


"We'll have lots to eat this winter, won't we Mother?"
Grow your own
Can your own

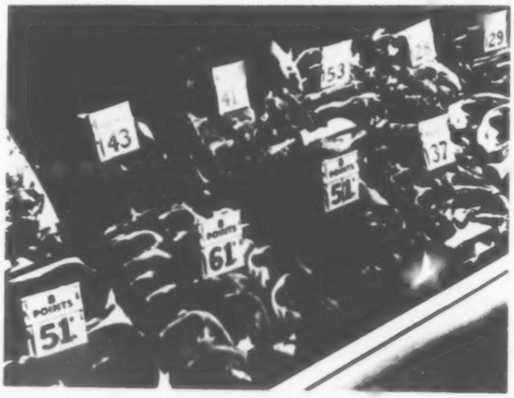
Grow Your Own Can Your Own : American poster 1943. © Imperial War Museum PC 744 Cat. No. IWM PST/3119



Irving Nurick, *We Are Ready. What About You?* Join the Schools at War Program. Second World War American poster, 1942. © Imperial War Museum PC 1010 Cat. No. IWM PST 15051



Library of Congress



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Learning Activity 4

How were Japanese-Americans deprived of their civil liberties during World War II?

THEME

Struggle for Equality

BACKGROUND

On the day Pearl Harbor was bombed, there were approximately 110,000 persons of Japanese ancestry living in the Pacific coast states. Two-thirds of those people were Nisei, native-born American citizens whose ancestors came from Japan. The remainder were Issei, Japanese citizens residing in the United States.

Racial prejudice against Japanese-Americans was deeply rooted in the United States long before December 7, 1941. They had long faced discrimination on the West Coast. After Pearl Harbor the situation of the Japanese-Americans became much worse. The West Coast was now the last line of defense on the Pacific and was declared a theater of war by nervous generals. Stories were circulated that mysterious signal lights could be seen coming from coastal homes. The hatreds and suspicions generated toward Japan were turned on the Japanese-Americans living on the West Coast.

Early in 1942 President Roosevelt, bowing to public pressure, gave the military the authority to evacuate and relocate any person it felt posed a threat to security. Persons of Japanese ancestry soon found curfews imposed on them, and then they were excluded from living in the western half of Washington, Oregon, California, and the southern quarter of Arizona. Under the principle of national security, 70,000 Nisei and 40,000 Issei were forced from their homes, taking with them only what they could carry. First sent to assembly centers, they were given the options of moving to the interior of the country, joining the army, or remaining in one of ten relocation centers or internment camps. About 36,000 chose to resettle or join the army. The majority stayed in the camps until the final year of the war.

No person of Japanese ancestry had been found guilty of any offense against the United States. However, disobeying the order to evacuate was punishable by law. Forced evacuation was upheld by the United States Supreme Court (*Korematsu v. U.S.*), although detention in the camps was later found to be unlawful. Gradually, relocation centers were closed, but not before many thousands of people's lives were drastically altered forever.

MAJOR IDEA

- In wartime many unjust actions are carried out in the name of security or defense.

CONCEPTS

- Human Rights
- Justice

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain reasons for the internment of Japanese-Americans after the bombing of Pearl Harbor.
- Describe the impact of evacuation and internment on Japanese-Americans.
- Debate the legitimacy of a forced evacuation during wartime.

DEVELOPMENT

- Distribute Worksheet 4A, "Evacuation." Have students read it, complete the exercises, and explain their answers to the following questions:
  - — What do these selections tell us about the treatment of Japanese-Americans during World War II?
  - — What was Executive Order 9066?
  - — Why do you suppose President Roosevelt signed an order to forcibly

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remove people of Japanese ancestry from the West Coast?

— If you were Minoru Yasui, how would you have felt about this order? How would you have felt about being summoned to a livestock pavilion?

— What impact did forced evacuation have on Theresa Takayoshi and her family?

— Why were Ms. Takayoshi and her husband forced to sell their business and car for practically nothing?

— Evacuees could only take what they could carry with them to assembly centers. As a Japanese-American evacuee, what would you have taken with you and why?

— Is it ever justified to forcibly relocate Americans whose families come from countries with which we are at war? Explain.

— How do you account for the fact that this policy of forced relocation and internment was established only for Japanese-Americans—not for German- or Italian-Americans?

- Distribute Worksheet 4B, "Detention." Have students read it, complete the exercise, and explain their answers to the following questions.

— What conditions did detainees face in the camps?

— As a detainee at the Portland Assembly Center, and/or at Camp Harmony, how would you have felt about your situation?

— Could you have taken any action to protest your situation? Explain.

- Distribute Worksheet 4C, "*Korematsu v. United States*." Have students read and complete the exercise. Have students role-play the Supreme Court's hearing of the Korematsu case. One or two students might role-play Korematsu's attorneys presenting his case before the Court. Several students can role-play Supreme Court justices asking questions of the attorneys. Then have students explain their answers to the following questions:

— What action did Fred Korematsu take to protest the policy of Japanese-American internment?

— How did the Supreme Court decide the Korematsu case? What reasons did the Court give for its decision?

— Do you agree with the Court that during wartime some government actions are justified that would not be permitted in peace time? Explain.

— In a dissenting opinion in the Korematsu case, Justice Frank Murphy stated that the internment of Japanese-Americans reminded him of the Nazi treatment of the Jews? Do you agree? Explain.

— In 1988, Japanese-Americans received a formal apology from the United States government for the harm it had caused in violating their civil rights during World War II. Congress also voted to compensate the survivors in the amount of $20,000 each. Was the United States government right to apologize and compensate the survivors? As a Japanese-American, would you be satisfied with this apology and payment? Why or why not?

FOLLOW-UP ACTIVITIES

Students can:

- Imagine that they are Japanese-Americans during World War II and write poems expressing their feelings about internment.
- Research and report on the Japanese-American reaction to the 1988 United States government apology and reparations.

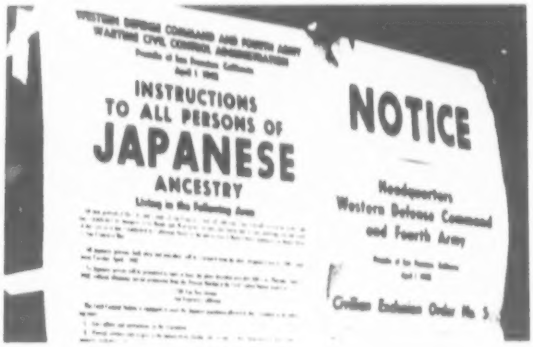
WORKSHEET 4A

Evacuation

SELECTION 1

Minoru Yasui was a Japanese-American lawyer who was living in Portland, Oregon, when Pearl Harbor was bombed. Read his description of how persons of Japanese ancestry were treated under Executive Order 9066, then complete the exercise that follows:

> On the home front, things for Japanese-Americans were deteriorating daily. In Portland, the city council gave instructions not to issue business licenses to Japanese. Business contracts with Japanese individuals, citizens or non-citizens, were being ignored, and open-and-shut cases in court were being lost when the claimant was Japanese.
>
> On February 19, 1942, President Franklin Delano Roosevelt signed Executive Order 9066. This gave the Secretary of War the power to remove citizens from some areas and relocate them. We kept hearing that the Japanese issei (people born in Japan) would all be interned (put in camps); we heard that the Nisei (U.S. citizens of Japanese ancestry) would be allowed to remain at home to run the business and farms the Issei would have to leave behind; we heard conflicting rumors that Issei and Nisei alike would be put into work camps to labor for the war effort; we heard suggestions that all Japanese would be sterilized and , after the war, deported to Japan. We heard a hundred and one wild things, almost daily, almost hourly.
>
> At the end of April 1942, military orders were posted for all residents of Japanese ancestry, aliens and non-aliens (U.S. citizens), calling for them to report for evacuation and processing at the North Portland Livestock Pavilion.



WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION

INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE
ANCESTRY
Living in the Following Area

NOTICE

Headquarters
Western Defense Command
and Fourth Army

Civilian Exclusion Order No. 5

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EXERCISE

Place the following events in Minoru Yasui's life in the order in which they occurred.

_____ President Roosevelt signed Executive Order 9066.

_____ The Portland, Oregon, City Council gave orders to stop giving business licenses to Japanese-Americans.

_____ All Japanese living in Oregon (Nisei and Issei) reported to a livestock pavilion.

_____ Issei and Nisei were confused about the intended treatment of Japanese in America during wartime.

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SELECTION 2

Theresa Takayoshi was forcibly evacuated from her home in Seattle. Read her description of the experience, then complete the exercise that follows:

> My husband and I owned an ice cream parlor where we made our own ice cream. We'd had the store for two years, and as business got better and better, we put in sandwiches and soup. We had a soup kitchen, I made chili and, you know, we had a lot. Our business was good.
>
> After Pearl Harbor some people started to stay away from our business. However, most of my neighbors stuck with us.
>
> By April, obviously the word was out officially that the evacuation was going to take place. But my husband and I hung on until the last, thinking that the government was going to say it couldn't handle all those people.
>
> We sold the store for a thousand dollars the day before we left. We had done an inventory, and the contents of the store were worth ten thousand. Our machines alone were worth eight thousand—that's what we paid for them. And we sold the whole store for a thousand dollars.
>
> Anyway, we had put an ad in the paper, and it ran for weeks and weeks. The way the paper wrote it up was: "Ice creamery, library, lunches, residential spot, sacrifice, evacuee." And then they had our address. Well, we had people coming in droves offering us a hundred dollars, two hundred dollars, And finally this man offered us a thousand dollars. We put him on hold for a couple of days, but we took it the day before we left.
>
> Evacuation took place on May 9, 1942. There was a beauty shop right next to our store, and in front of it, a young fellow bought our car for twenty-five dollars. It was a 1940 Oldsmobile, not very old. Well, he bought it for twenty-five dollars. He then drove us down to Dearborn and Seventh, where there was a big bunch of people and luggage all over. The Army had told us that all we could take was what we could carry. You can't expect a two-year old and a six-year-old to carry very much, and we followed the rule to the letter.

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EXERCISE

The forced evacuation of persons of Japanese ancestry from their homes and their relocation to internment camps was the official policy of the United States during World War II. Other possible alternatives that the United States government might have considered are listed below. Read each one and give the advantages and disadvantages of each action.

Alternative Actions	Advantages	Disadvantages
Send all Issei back to Japan.		
Evacuate & relocate only Issei		
Conduct an ongoing surveillance of Japanese communities on the West Coast.		
Arrest only those persons of Japanese ancestry who commit acts of espionage.		

WORKSHEET 4B

Detention

Persons of Japanese ancestry who were forcibly evacuated from their homes were first sent to assembly centers; from there they were sent to relocation centers. Read below about conditions at these centers.

Portland Assembly Center

The Portland Assembly Center was terrible. It's just amazing how people can think of putting another group of human beings into a place like that. There was so much horse and cow manure around. We were put into a small room that just had plywood walls and it was a horse stall with planks on the floor with about an inch of space between them. In the corner we saw this folding bed, army camp cot, with mattress ticking, and we were supposed to go out there and fill it with straw so that we would have a mattress.

This was May of 1942. We were there until September of 1942. We lived in a horse stall from May to September, and my son was born in a horse stall.[1]

Camp Harmony

The resettlement center is actually a jail—armed guards in towers with spotlights and deadly tommy guns, fifteen feet of barbed-wire fences, everyone confined to quarters at nine, lights out at ten o'clock. The guards are ordered to shoot anyone who approaches within twenty feet of the fences. No one is allowed to take the two-block-long hike to the latrines (bathrooms) after nine, under any circumstances.

The apartments, as the army calls them, are two-block-long stables, with windows on one side. The stalls are about eighteen by twenty-one feet; some contain families of six or seven persons.

The food and sanitation problems are the worst. Mealtime lines extend for blocks; standing in a rainswept line, feet in the mud, waiting for the small portions of canned hot dogs and boiled potatoes. Milk only for the kids. Dirty, unwiped dishes, greasy silver, a starchy diet, no butter, no milk, crying kids, mud, wet mud that stinks when it dries, no vegetables.

Today one of the surface sewage-disposal pipes broke and the sewage flowed down the streets. Kids play in the water. Shower baths without hot water. Stinking mud everywhere.

Can this be the same America we left a few weeks ago?[2]

---

[1] From *And Justice for All* by John Tateishi. Copyright © 1984 by John Tateishi. Reprinted by permission of Random House, Inc.

[2] From Ted Nakashima, *The New Republic*, June 15, 1942. Reprinted by permission of *The New Republic*.

EXERCISE

As a representative of the Red Cross sent to investigate the assembly and relocation centers described above, write a report on the conditions you found. Be sure to include five to seven findings in your report.

RED CROSS REPORT

WORKSHEET 4C

Korematsu v. United States

Fred Korematsu was a Nisei who refused to report for evacuation. He believed that the evacuation orders violated his rights under the United States Constitution. As Korematsu's attorney, write a "brief" (summary of a legal argument) which you will present to the United States Supreme Court.

In the case of *Korematsu v. United States*, attorneys for the claimant will argue that:

Now read an excerpt from the Supreme Court's actual decision in the Korematsu case. Mr. Justice Black said:

> We are dealing with an exclusion order. To cast this case into outlines of racial prejudice, without reference to the real military dangers which were presented, merely confuses the issue. Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire, because military authorities feared an invasion of our West Coast and felt constrained (required) to take proper security measures, because they decided that the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily.

Learning Activity 5

How did Americans from a variety of cultural groups contribute to the Allied victory in World War II?

THEMES

Contributions, Struggle for Equality

BACKGROUND

More than 15 million men and women joined the United States armed forces during World War II. Americans suffered nearly one million casualties and almost 300,000 Americans died during the war. Four hundred and thirty-three Americans earned the Congressional Medal of Honor during World War II. Members of all cultural and ethnic groups served with distinction during the war, even though many had to overcome prejudice to win the right to serve their country. Immigrants, the children of immigrants, African-Americans, Native Americans, "old-stock" Americans, women, and homosexuals, all fought to defend their nation.

When Pearl Harbor was bombed on December 7, 1941, soldiers of Japanese descent were transferred to noncombat posts or were discharged. By 1942 none were accepted for the draft. However, in 1943 the United States government urged all eligible Nisei males to enlist, and by 1944 Japanese-Americans were being drafted. The 100th Infantry Battalion and the 442nd Regimental Combat Team were all-Nisei units. They fought in North Africa, took part in the invasion of Italy, and rescued the "Lost Battalion," a Texas unit trapped behind enemy lines in France. The 442nd Regimental Combat Team suffered the largest percentage of casualties of any unit in United States army history. They were highly decorated. In the Pacific, many Nisei served as scouts and interpreters.

Over one million African-Americans served in the armed forces during World War II. In the army, African-Americans were segregated and were assigned primarily to combat-support jobs. Two African-American Divisions, the 92nd and the 93rd, were reactivated from World War I. The 92nd fought in Europe; the 93rd, in the Pacific. African-Americans of the 761st Tank Battalion won the Presidential Unit Citation. The unit fought for 183 continuous days and conducted over 30 major assaults.

Few African-Americans in the navy saw combat during World War II due to the fact that the navy did not permit them to enlist for general service until 1942. Many military leaders felt that African-Americans did not have the ability to become pilots. However, in 1939, Congress passed the Civilian Pilot Training Act. Under this law African-Americans would be permitted to be reserve pilots in case of war. In addition, Public Law 18 required that at least one of the civilian schools train African-American pilots. Many African-Americans were thus provided the opportunity to become aviators. They were primarily trained at Tuskegee Institute. The Tuskegee Airmen, as they came to be known, earned many honors for their achievements during the war.

When the United States entered World War II, all the armed services began to enlist women to perform all sorts of duties except those of combatants. In 1945 there were 28,000 women serving: as army WACS, navy WAVES, Coast Guard SPARS, and women marines. Over 1,000 women flew as civilians in the Women's Air Forces Service. They performed the hazardous job of ferrying military planes to Great Britain and other theaters of war. In 1979 the air force belatedly recognized these women pilots as war veterans who were entitled to all veterans' benefits.

Homosexuals also enlisted and were drafted into the armed services during World War II. Their participation in the fight against Hitler is poignant in light of the fact that tens of thousands of European homosexuals were killed in Nazi extermination camps. It is not possible to identify the specific numbers who served in the various branches of the military—in the 1940s very few made their homosexuality known. To do so would have meant a dishonorable discharge. But the personal testimony of gays and lesbians today about their experiences in World War II gives witness to the fact that they served valiantly in the war's major battles.

World War II was the first American war in which Native Americans, made citizens by an act of Congress in 1924, were subject to the draft. Young men from the various Indian nations enlisted in the army, navy, Coast Guard, and marines. Of particular note was the Marines' all-Navajo platoon known as the "Navajo code talkers" for their development and transmission of a secret code that baffled the Japanese and saved many American lives throughout the war in the Pacific.

MAJOR IDEAS

- When threatened, people are capable of reacting with an enormous ability to work and sacrifice for the defense of freedom.
- Members of some cultural and ethnic groups met with discrimination in the armed forces during World War II.

CONCEPTS

- Citizenship
- Human rights

PERFORMANCE OBJECTIVES

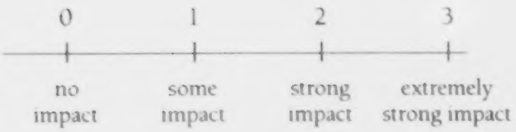
Students will be able to:

- Describe experiences of American soldiers on the front lines during World War II.
- Explain how individuals from a variety of cultural groups served in the armed forces during the war.
- Discuss the discrimination that members of certain cultural and racial groups faced in the armed forces.
- Assess the impact of life in the military during World War II on American women, African-Americans, Japanese-Americans, and homosexuals.

DEVELOPMENT

- Distribute Worksheet 5A, "Normandy Beach After D-Day." Have students read it, complete the exercise, and explain their answers to the following questions:
  - — What did reporter Ernie Pyle find on Normandy beach?
  - — What do these items tell us about the soldiers who fought in the invasion of France?
  - — Why do you think Ernie Pyle picked up a soldier's pocket Bible on the beach and later put it back down on the beach?
  - — Why does Pyle tell his readers about soldiers carrying banjos?
  - — How did Pyle's newspaper column bring war home to the American people?
  - — How does Ernie Pyle's article on Normandy Beach after D-Day make you feel about war? Why?
- Distribute Worksheet 5B, "Bill Mauldin's GIs." Have students examine the cartoon, complete the exercise, and explain their answers to the following questions:
  - — What message does this cartoon tell about war?
  - — Why do you think Bill Mauldin was such a popular cartoonist during World War II?
- Distribute Worksheet 5C, "Fighting the Axis." Have four students read the responses aloud as the rest of the class reads along. Students in the roles of the four interviewees might take questions from the class (the questions formulated in the worksheet's exercise). Have students complete the exercises on the worksheet. Then have students explain their answers to the following questions:
  - — What do these oral histories tell us about the contributions made by Americans on the battlefront?
  - — What does Charles A. Gates's account tell us about the situation of African-Americans in the armed forces during World War II?
  - — Why were African-American tankers not allowed into combat before 1944?
  - — How did Gates respond to the white MP who told him he didn't need to carry a sidearm?
  - — Why does Gates say that in answering the MP, he was "very foolish, maybe"?

  - How did Gates and his battalion distinguish themselves on the battlefield in World War II?
  - Why did Peter Ota find being drafted as a Japanese-American very ironic?
  - Why is it still difficult for him to talk about being escorted by military police when he went to claim his mother's body?
  - Why does he say that the military didn't know what to do with Japanese-American soldiers?
  - How did Evelyn Fraser become a WAC?
  - Why did she pass the entrance examination when sixteen other women failed? As a female volunteer, how would you have reacted to the question asked by the psychiatrist?
  - How did male soldiers and sailors feel about the WACs?
  - How does Evelyn Fraser seem to feel about the work she did in Europe?
  - Why did Ted Allenby enlist in the marines?
  - Why did he hide his homosexuality at that time?
  - How did Ted Allenby contribute to the Allied victory?
  - As a member of a group that faced discrimination in the United States, how willing would you have been to serve in the military during World War II? Explain.
  - To what degree did World War II change the life of each of these four individuals?
- Have students plot their answer to the previous question on the continuum below, which can be drawn on the chalkboard, and explain.



- Distribute Worksheet 5D, "Navajo Code Talkers." Have students read it, complete the exercise (the answer to the cryptogram is "Tinian Attack Ready"), and explain their answers to the following questions:
  - How did the Navajo serve the United States during World War II?
  - Why were the Japanese and Germans never able to decipher, or break, the Navajo code?
  - How would you rate the Navajos' contribution to the war effort?
  - What inscription would you have placed on the statue that was erected in 1989 in honor of the Navajo code talkers?

FOLLOW-UP ACTIVITIES

Students can:

- Research and report on the heroic role that Dorrie Miller, an African-American sailor, played at Pearl Harbor.
- Read a biography of Charles Drew, whose perfection of the blood bank system saved countless lives during World War II.
- Borrow and listen to recordings of popular World War II songs.
- Conduct oral interviews of World War II veterans among their families and friends. Tape-recorded interviews can be played for the class.
- Debate the still-controversial issue: Should women in the armed forces be in combat?
- Research and report on recent United States armed forces policy with regard to gays and lesbians in the military. Have policies changed? Are efforts being made to change policies?

WORKSHEET 5A

Normandy Beach After D-Day

The following account by reporter Ernie Pyle describes the day after the Allied invasion of France on D-Day, June 6, 1944:

> I walked for a mile and a half along the water's edge of our invasion beach. I walked slowly.
>
> On the beach were all kinds of wrecked vehicles. There were tanks that had only just made the beach before being knocked out. There were jeeps that had burned to a dull gray.
>
> There in a jumbled row for mile on mile were soldiers' packs. There were socks and shoe polish, sewing kits, diaries, Bibles, hand grenades. There were the latest letters from home, with the address on each one neatly razored out—one of the security precautions enforced before the boys embarked.
>
> There were toothbrushes and razors and snapshots of families back home staring up at you from the sand. There were pocketbooks, metal mirrors, extra trousers, and bloody, abandoned shoes. There were broken-handled shovels, and portable radios smashed almost beyond recognition, and mine detectors twisted and ruined.
>
> There were torn pistol belts and canvas water buckets, first-aid kits, and jumbled heaps of life belts. I picked up a pocket Bible with a soldier's name in it and put it in my jacket. I carried it half a mile or so and then put it back down on the beach. I don't know why I picked it up or why I put it down again.
>
> Soldiers carry strange things ashore with them. In every invasion there is at least one soldier hitting the beach at H-hour with a banjo slung over his shoulder.

Pyle, Ernie, *Brave Men* (New York: Grosset & Dunlap, 1943)

EXERCISE

Describe the soldier who might have carried some of the items that Ernie Pyle found on Normandy Beach. First list at least four items that might give you clues about the soldier, for example, Bible, letter, etc.

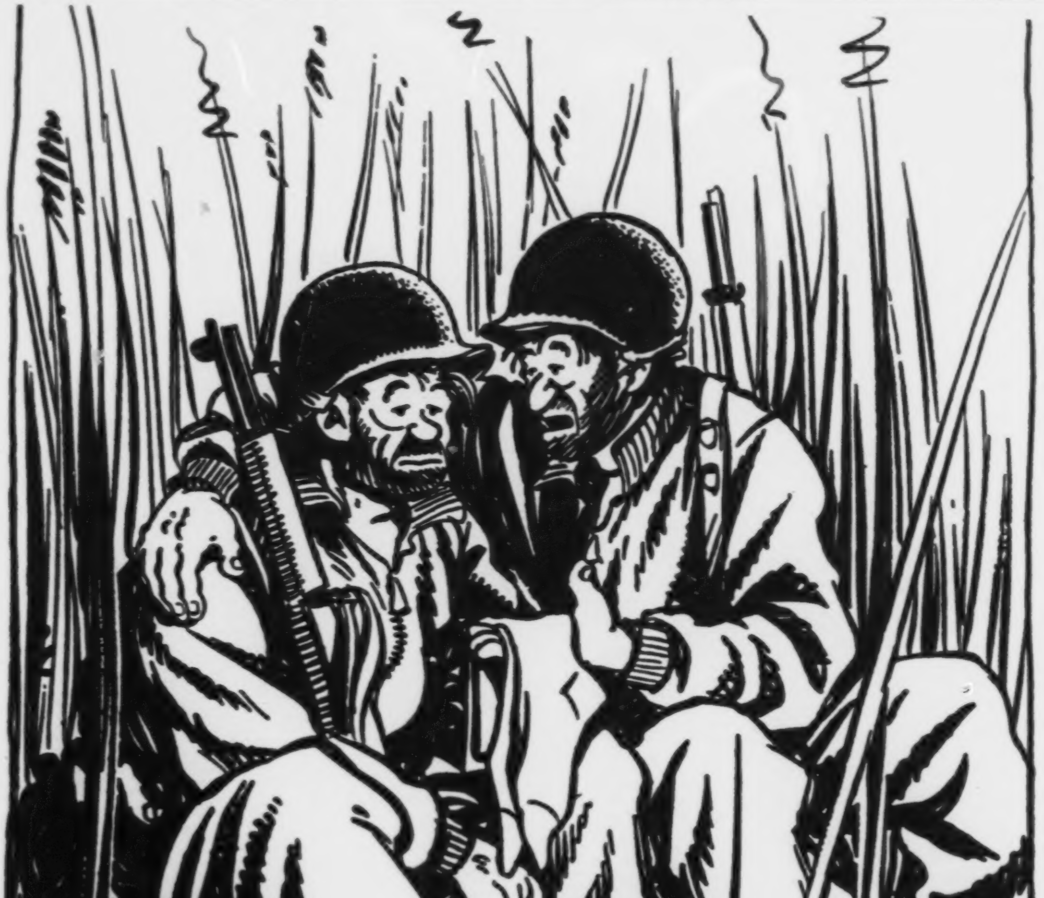
Items Found on Beach	Description of the Soldier

WORKSHEET 5B

Bill Mauldin's GIs

Study the cartoon and read its caption. In the space provided, write a title for the cartoon that suggests its message.

TITLE: ____



"Joe, yestiddy ya saved my life an' I swore I'd pay ya back. Here's my last pair of dry socks."

Chicago Sun Times

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WORKSHEET 5C

Fighting the Axis

In 1984, the author Studs Terkel interviewed a number of men and women whose lives were affected by World War II both on and off the battlefield. Below are some answers to the question: What are your memories of World War II?

Charles A. Gates

I was a member of the 761st Tank Battalion—the first Black tanker group to be used in combat. Until 1944, segregated African-American army units had been used primarily in combat support.

I was 29 when I joined the service on April 10, 1941. After Officers' Training School, I was sent to Camp Claiborne, Louisiana. The nearest town was Alexandria. It was required that when going to town, Negro officers not carry a sidearm. So I went to town with a sidearm. A white MP told me "You don't need any sidearm." I replied, "I'm performin' the same type of duty you're performin'. I'm gonna be equally as prepared as you." They knew I was right. I was very foolish, maybe.

We went to Fort Hood, Texas, early '44. We trained against the tank destroyer outfits and consistently made monkeys out of them. They had both white and Black. We established quite a reputation.

In '44 General Patton requested the best separate battalion they had left in the United States. Patton had earlier made a statement that Negroes were incapable of being tankers. The equipment was too technical. And who should General Patton see when he went into the armored field? Us. Here we come, the best they had left in the U.S.

The average life of a separate tank battalion was from ten to twelve days. We went 183 days without relief and damn few replacements. We were always in combat. No other unit has any record to compare.

We started out with 750 men. All through the 183 days, we had 35 men killed in action. We had 293 who received Purple Hearts. We had 60 who received Bronze Stars.

Peter Ota

It was very ironic. In 1944 I am being drafted into the army, and my father and sister are in a concentration camp waiting for the war to end.

I was in the reserve, not yet inducted, in the middle of 1944, when I received a wire from my father saying that my mother was very ill. While I was waiting to get my clearance to visit her from the Western Defense Command, my mother passed away.

Since we wanted her funeral to be at the camp where my father and sister were, I decided to go to the California sanitorium where she had been sent and pick up her remains. An FBI agent was assigned to be with me at all times during my stay in California. Whether I went to sleep at night or whether I went to the bathroom, he was by my side.

As soon as we stepped off the train in Los Angeles, there was a shore patrol and a military police who met me. They escorted me through the station. It was one of the most . . . (He finds it difficult to talk). I don't even know how to describe it. Any day now, I'd be serving in the same uniform as these people who were guarding me.

I was in the armored division at Fort Knox. We were sent to Fort Mead for embarkation when the European war ended. They didn't know what to do with us Japanese-Americans. We were in our own units. Should they send us to the Pacific side? They might not be able to tell who was the enemy and who was not. (Laughs)

From *The Good War: An Oral History of World War II* by Studs Terkel. Copyright © 1984 by Studs Terkel. Reprinted by permission of Pantheon Books, a division of Random House.

Evelyn Fraser

I was a WAC, yes. A captain in Public Information. I had two tours of duty in Germany. The shocking thing was to walk among Germans and see them as human beings, and then see Dachau (an extermination camp).

I'd been a reporter in Evansville, Indiana. I did a story on the WACs in training at Fort Oglethorpe. I thought it would be an even better story if I volunteered. I never thought they'd accept me. I'd be a woman 4-F and that would be another story.

So I'm having these examinations with about sixteen others, big, healthy girls. This psychiatrist is mad as the very devil. I couldn't understand it. Finally it's my turn: "Are you pregnant?" I said, "I wasn't when I came in." It turns out I was the only one that passed. The sixteen others weren't accepted because they got mad at him for asking such questions. It just amused me. I was in the army. Jeez, now I have to go all the way through with this.

There was a lot of resistance to the WACs. When we came along, the men in clerical jobs were not too happy. We replaced them for combat overseas. That was the whole idea. Nobody wants to go overseas to fight.

My work in France, and later in Germany, included giving every officer a Why We Fight orientation. I used to give them one where I'd say how the Russians were our friends and how we were fighting together. Next minute, they expected us to give a lecture about the communists. A complete reversal, a change of gears. This really was disillusioning.

I saw all those cemeteries in Europe of eighteen-year-old boys, with all the little crosses. I talked to mothers who came over to see those crosses. I tried to persuade them not to bring the body home. Truthfully, I don't think they know, in many cases, what remains are in that grave.

If it weren't for the war, I'd have probably stayed in Evansville as a newspaper woman. Maybe got a job in Indianapolis or Chicago. (Laughs) I wouldn't have traveled as extensively as I did. It really changed my life. A young woman my age never had an apartment away from her parents. My mother would have thought I was a fallen woman. This way, I could gloriously go off on my own and be on my own.

Ted Allenby

I enlisted in the Marine Corps. This had a good deal to do with my being a homosexual. In my teens, I had come to view my homosexuality as bad, a disease. How do you deal with it? You deal with it by trying to prove how rugged you are. I chose the marines for that reason. It's the toughest outfit.

I was feeling very aggressive for a number of reasons. Like every other young American, I was superpatriotic. And, being a homo-sexual, I had that constant need to prove how virile I was. I got into a lot of fights.

I went happily west to San Diego and boot camp. I wound up as a Marine Corps bandsman. I wanted to play trumpet, but the band director needed flute players. That made it all the worse. The flute is a girl's instrument (Laughs). But I got pretty good at it. Every once in a while, the guys would kid me about it and there'd be another fight.

On February 13, 1945, I was sent overseas. They took my flute away and gave me a machine gun.

Our division invaded Iwo Jima on D-Day, February 19, 1945. The men who landed there—well, there aren't many of them left. The casualty rate was enormous. It was ghastly. I don't think there's been any place with more dismemberment, more bodies cut to pieces. You get to the point where fear is numbing and you begin to run on just reflexes and nervous energy. I was there about a month.

From Studs Terkel, *The Good War: An Oral History of World War II*

EXERCISE 1

Pretend that you are Studs Terkel, and formulate two follow-up questions that you would like to address to your interviewees.

Charles A. Gates

1. ______________________________

2. ______________________________

Peter Ota

1. ______________________________

2. ______________________________

Evelyn Fraser

1. ______________________________

2. ______________________________

Ted Allenby

1. ______________________________

2. ______________________________

EXERCISE 2

Design a special "medal of honor" to be given to any one of the individuals interviewed above for distinguished service in World War II.

Navajo Code Talkers

When Japanese planes attacked Pearl Harbor on the morning of December 7, 1941, most members of the United States' largest Native American nation, the Navajo, were isolated from the problems of the day. When they heard the news, though, they picked up their guns and headed for the nearest recruiting station. The lives of many young Navajo men would be changed in a unique way.

Philip Johnston, a civil engineer from Los Angeles and the son of a missionary father, had spent a large part of his early life living among the Navajo. He spoke their language fluently. This was not easy to do, since the language is extremely complex, very difficult to learn, and nearly impossible to imitate. Johnston proposed that the Marine Corps use a code based on the Navajo language to prevent Japanese and German cryptographers from decoding U.S. messages. His plan was approved, and during the next five years he helped turn more than four hundred Navajo into marine "code talkers" and the Navajo language into one of the United States' more successful secret weapons.

The Navajo were chosen for several reasons. First, Johnston had an intimate knowledge of their language and culture. Second, the tribe was big enough to provide a large number of speakers. Third, only twenty-eight non-Navajo, mainly missionaries and anthropologists, could speak the language—and none of these was Japanese or German.

The Navajo language developed over many centuries, making it very complex. For example, the same word spoken with four different alterations in pitch or tone of voice has four different meanings. Depending on how you pronounce the Navajo word written niá, it can have meanings as different as "A set of round objects extends off in a horizontal line" and "I bought it." This complexity, combined with fluent speakers who could transmit the code more quickly than an artificial code, made it difficult to decode.

Because it might fall into enemy hands, this new code was to be spoken only over the radio or telephone and never to be put into writing. Since the plan was to develop a code of Indian words, not merely to use translations of Indian words, there had to be complete agreement on the meanings of all words used. Any variation in interpretation could spell disaster.

The code talkers had to memorize the entire vocabulary of 411 terms. In competitions with Anglo marines, the Navajo code talkers always won in both speed and accuracy. Even the most complicated reports and instructions were transmitted without a single error—an achievement that regular communications men speaking in code were unable to duplicate. The code was so successful that the Japanese and Germans failed to decipher a single syllable of the thousands of messages sent with it.

Navajo code remained a secret until 1965. In March 1989, the surviving code talkers were reunited in Phoenix, Arizona, and honored by the commandant of the Marine Corps. A statue was unveiled at the ceremony.

Adapted from "Navajo Code Talkers" by Harry Gardiner

EXERCISE

During World War II a secret code based on the Navajo language helped save the lives of United States marines who had to capture Pacific islands such as Guadalcanal, Tinian, Saipan, Bougainville, Iwo Jima, and Tarawa.

Here's a coded message that was actually flashed from one Navajo code talker to another during the Pacific campaign:

A-woh Tkin Ts-a Yeh-hes Wola-chee A-chen Al-tah-je-jay Khut.

See if you can decode this message using these hints: This message consists of three words; the first letter of the English meaning, given below, is used to spell out the names of places.

A-woh ________________________
Tkin ________________________
Ts-a ________________________
Yeh-hes ________________________
Wola-chee ________________________
A-chen ________________________
Al-tah-je-jay ________________________
Khut ________________________

Navajo word	English meaning	Navajo word	English meaning
A-chen	nose	Khut	ready
Al-tah-je-jay	attack	Tkin	ice
Atsah-besh-gain	colonel	Ts-a	needle
A-woh	tooth	Tsidi-ney-ye-hi	aircraft carrier
Canaa	war	Wola-chee	ant
Din-neh-ih	corps	Yeh-hes	itch
Gina	dive bomber		

Write your own coded message here: ________________________

____

Have a friend decode it here: ________________________

____

Land of Promise, Teacher's Resource Book, (Glenview, IL: Scott, Foresman & Co.), p. 115

Learning Activity 6

Was the United States justified in dropping the atomic bomb on Japan to end the war?

BACKGROUND

On May 7, 1945, what was left of the German government surrendered unconditionally. May 8 was officially proclaimed V-E Day—Victory in Europe Day—and was greeted with frenzied rejoicing in the Allied countries. But Japan refused to accept terms of unconditional surrender, despite the terrible destruction and massive casualties inflicted on its cities by Allied bombing.

At the Potsdam Conference in July, President Truman, new on the job, received the earthshaking news he eagerly awaited: an atomic bomb had been successfully tested in a desert near Alamogordo in New Mexico. The billion dollar Manhattan Project had achieved its aim. The president, after considering the advice of military and scientific experts, decided to use the atomic bomb to cause Japan to surrender quickly, preventing further Allied losses.

At 7 A.M. on the morning of August 6, 1945, the people of Hiroshima, Japan, a city of 250,000 people, were beginning their day in the normal way. Although many Japanese cities had been recently bombed by American planes, Hiroshima had been lucky; it had so far been spared. This was soon to change. An air raid warning sounded, soon followed by an "all clear." Then a spotter saw three bombers heading toward the city. Since this was far fewer than would appear in a bombing raid, no new warning was issued. Suddenly, at 8:15 a.m. a blinding flash cut across the sky. A great mushroom cloud of intense heat and debris rose from the center of the city. In a matter of seconds, Hiroshima was reduced to a wasteland.

What had caused this holocaust? A United States B-29, the Enola Gay, had dropped one atomic bomb, ushering a new and frightening era, the atomic age. The center of Hiroshima was destroyed and seventy thousand people died as a direct result of the bomb, but Japan still did not surrender. American aviators, on August 9, dropped a second atomic bomb on the naval-base city of Nagasaki. The explosion took a horrible toll of about eighty thousand persons. In the years that followed, several times that number of Japanese people would die of diseases resulting from radiation poisoning.

Japan could endure no more. On August 10, 1945, Tokyo sued for peace on one condition: that Emperor Hirohito be allowed to remain on his ancestral throne as nominal emperor. Despite their "unconditional surrender" policy, the Allies accepted this condition.

President Truman's order to drop the bomb is one of the most controversial decisions ever made by an American president. The consequences of that decision continue to threaten the very survival of humankind.

MAJOR IDEA

- TECHNOLOGY has increased people's capacity to accomplish good and evil.

CONCEPTS

- Choice
- Technology

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the status of war in the Pacific as of July 1945.
- Analyze arguments for and against using atomic weapons against Japan to end World War II.
- Take a position as to whether the use of the A-bomb was morally and/or militarily justified.

DEVELOPMENT

- Distribute Worksheet 6A, "What Should Truman Do?" Divide the class into groups of four and instruct each group to read and complete the "decision chart." Review with the class the advantages and disadvantages (long and short range) of each choice.

- Distribute Worksheet 6B, "Memo to President Truman." Have students write a memorandum to President Truman indicating which course of action he should take and the reasons for the recommendation. Have students exchange papers. Then poll the class on which action they would have advised.
- Distribute Worksheet 6C, "Truman's Decision." Have students examine the photograph, read the President's statement, and explain their answers to the following questions:
  - — What do the photograph and President Truman's statement tell us about his actual decision?
  - — Why did President Truman decide to drop the atomic bomb on Japan? Was his decision based on moral considerations (right and wrong) or political and military considerations? Explain.
  - — What evidence is there that Truman did consider alternatives to dropping the bomb on Japan?
  - — Hiroshima was a Japanese army center. Nagasaki was a naval center. Both contained large civilian populations. In your opinion, was Truman justified in dropping atomic bombs on these two cities? Did the military situation call for this, as Truman claimed? Explain. (Tell students that historians are still debating the military necessity of dropping the bomb.)
  - — If Truman had not used the atomic bomb and huge American casualties had resulted from an invasion of the Japanese islands, how do you think the American public would have reacted? How do you think mothers and fathers of the dead American soldiers would have reacted? Explain.
  - — Some modern historians have claimed that Truman decided to drop the bombs on Japan to:

    1) prevent the Soviets from sharing in the victory in Asia. The Russians were soon scheduled to enter the war against Japan. If they fought in the war for long, they would take over parts of China and stake a claim to occupy part of Japan itself.

    2) demonstrate to the Soviet Union that the United States had the most powerful military force in the world.

    Would these be valid reasons for dropping the atomic bomb on Japan? Why or why not?
- Distribute Worksheet 6D, "Hiroshima Victims Speak." Have students examine the photograph, read the statements, and then explain their answers to the following questions:
  - — What can we learn from this photograph and these statements about the effects of the atomic bomb on Hiroshima?
  - — What are your feelings about these statements made by victims of the bombing?
  - — President Truman argued that dropping the atomic bomb on Japan was justified by the military situation. In view of the bomb's impact on Japan, how morally justified was Truman's decision? Should questions of morality have been considered in making the decision to use the atomic bomb? Why or why not?
  - — If you had been president during World War II, would you have ordered the dropping of the atomic bomb? Why or why not?
- Have students choose any one of the Hiroshima victims' statements on Worksheet 6D. Tell them to consider it as the middle of a story, and have them write a beginning and an ending for the story.

FOLLOW-UP ACTIVITY

Students can:

- Engage in the Japanese tradition of origami or paper folding to make paper cranes which symbolize peace and long life. In Japan today students make origami wreaths of a thousand paper cranes and send them to the peace park in Hiroshima to protest nuclear weapons. Students might read *Sadako and the Thousand Paper Cranes* to learn how this tradition began.

WORKSHEET 6A

What Should Truman Do?

It is July 17, 1945. You are a group of President Truman's closest advisors. For four years the United States and its allies have been at war with the Axis powers. Germany and Italy have recently surrendered. Japan's cities have been gutted and hundreds of thousands of its citizens killed as a result of American and British bombing raids. Yet, the Japanese still refuse to accept terms of "unconditional" surrender, demanded by the Allies. The Japanese insist on keeping their emperor, the symbol of Japanese culture. The Japanese believe that their emperor is a god, and that to die in his service is an honor. So they often fight to the last soldier. President Truman is aware, however, that the Japanese have asked the Russians to mediate a peace settlement with the United States.

Secretly, American military personnel and scientists have been working on a new weapon—an atomic bomb. Yesterday, July 16, 1945, President Truman met with his British and Russian allies at Potsdam and was informed that the bomb had been successfully tested. This atomic bomb has 2,000 times the blast power of what was previously the world's most destructive bomb.

Military leaders estimate that an invasion of Japan's home islands would result in the deaths of 1,000,000 American and British soldiers. They also state that if Japanese cities were warned in advance that a new, devastating bomb would be dropped, American prisoners of war might be moved to those cities. Some scientists propose that, instead of just dropping the bomb, the Japanese be invited to view a test demonstration of one A-bomb (the United States only has two) in some uninhabited place. Other advisors recommend that the atomic bomb be dropped on Japan to frighten the Soviets, who will soon enter the war against Japan, with an example of America's military power, and keep them in their place after the war. The Soviets already have established puppet communist regimes in the eastern European countries they overran as they advanced on Germany. It is feared that they plan to spread their system of government with its lack of freedom for the individual around the world.

President Truman, standing before a chalkboard labeled as follows, turns to you, his closest advisors, and says, "What can we do to bring the war with Japan to an end?" Help him complete the chart below.

DECISION: WHAT CAN PRESIDENT TRUMAN DO TO END THE WAR WITH JAPAN?

Possible Choices	Advantages Long & Short Range	Disadvantages Long & Short Range
Invade Japan with millions of troops.		
Warn Japan very specifically of this terrible new weapon. Threaten to use it if Japan doesn't surrender.		
Don't give Japan any specific warning. Demand unconditional surrender and drop the bomb if Japan refuses.		
Invite the Japanese to a test demonstration firing of one A-bomb in a desert.		
Other		

WORKSHEET 6B

Memo to President Truman

TO: President Harry S. Truman
FROM: Your Advisor, ______________________
SUBJECT: Possible Use of the Atomic Bomb Against Japan

WORKSHEET 6C

Truman's Decision

The atomic bomb dropped on the Japanese city of Hiroshima fell approximately one mile from the site of this photograph. Nearly 100,000 men, women, and children were killed by the bomb.

President Truman explains his decision to drop the bomb:

"The Japanese were self-proclaimed fanatic warriors who made it clear that they preferred death to defeat in battle.... I pleaded with the Japanese to surrender in my speech announcing Germany's surrender, but I was not too surprised when they refused.... General George Marshall estimated that we would probably lose 500,000 in taking the two islands.

I dropped the bomb on the advice of a committee of top political and military leaders. These advisors said it was necessary if we were to end the war quickly with a minimum loss of American lives. They further recommended that dropping the bomb on a deserted target would not bring an end to the war; dropping it on a Japanese city, they thought, would. My decision was a military one, and we therefore chose as targets cities with strategic significance. After the fire bombing of Tokyo, the Japanese didn't surrender. After the atomic bombings of Hiroshima and Nagasaki, they did. I guess I was right after all."

Adapted from Truman, Harry S., *Memoirs of Harry S. Truman*, Vol. 1 (Garden City, NY: Doubleday, 1955), pp. 419-20. Reprinted by permission of Stinson, Mag & Fizzell.

WORKSHEET 6D

Hiroshima Victims Speak

Picture from Wide World Photo as printed in Institute for World Order, *Crises in World Order: War Criminals, War Victims*, ed Lawrence Metcalf (New York: Random House, 1974)

■ How many seconds or minutes had passed I could not tell, but regaining consciousness, I found myself lying on the ground covered with pieces of wood. When I stood up in a frantic effort to look around, there was darkness. Terribly frightened, I thought I was alone in a world of death, and groped for any light. My fear was so great I did not think anyone would truly understand. When I came to my senses, I found my clothes in shreds, and I was without my wooden sandals.

■ A mother, driven half-mad while looking for her child, was calling his name. At last she found him. His head looked like a boiled octopus. His eyes were half-closed, and his mouth was white, swollen, and pursed.

■ A woman who looked like an expectant mother was dead. At her side, a girl of about three years of age brought some water in an empty can she had found. She was trying to let her mother drink from it.

■ While taking my severely wounded wife out to the riverbank by the side of the hill of Nakahiro-machi, I was horrified, indeed, at the sight of a stark naked man standing in the rain with his eyeball in his palm. He looked to be in great pain, but there was nothing that I could do for him.

■ I just could not understand why our surroundings had changed so greatly in one instant.... I thought it might have been something which had nothing to do with the war—the collapse of the earth, which it was said would take place at the end of the world, and which I had read about as a child.

■ The street was cluttered with parts of houses that had slid into it, and with fallen telephone poles and wires. From every second or third house came the voices of people buried and abandoned, who invariably screamed, with formal politeness, "Tasukete kure! Help, if you please!" The priests recognized several ruins from which these cries came as the homes of friends, but because of the fire it was too late to help.

■ They held their arms bent (forward).... and their skin—not only on their hands but on their faces and bodies, too—hung down.... If there had been only one or two such people... perhaps I would not have had such a strong impression. But wherever I walked, I met these people.... Many of them died along the road. I can still picture them in my mind—like walking ghosts. They didn't look like people of this world.

■ My face was so distorted and changed that people couldn't tell who I was. After a while I could call others' names but they couldn't recognize me.

■ Suddenly, I wondered what had happened to my mother and sister. My mother was then forty-five, and my sister five years old. When the darkness began to fade, I found that there was nothing around me. My house, the next door neighbor's house, and the next had all vanished. I was standing amid the ruins of my house. No one was around. It was quiet, very quiet—an eerie moment.

Japan Broadcasting Corp. *Unforgettable Fire: Pictures Drawn by Atomic Bomb Survivors* (New York: Pantheon Books), 1981

Learning Activity 7

How much responsibility does the United States bear for the Holocaust?

THEME

Struggle for Equality

BACKGROUND

When the war in Europe ended and the Nazi concentration camps were liberated, judgment was demanded for perpetrators whose crimes had not yet been defined, and justice was sought for those people who emerged from the camps and from their hiding places.

In 1945 and 1946 an International Tribunal met at Nuremberg, Germany, to try the former Nazi leaders. For the first time in history, legal proceedings were instituted against the leaders of a conquered enemy nation.

The stage for Nuremberg was set by the Holocaust, the term used to describe the planned, systematic mass murder of approximately six million Jews, including a million and a half Jewish children, in Nazi-occupied Europe during World War II. Other groups targeted by the Nazis for slaughter included Slavs, Gypsies, and homosexuals. Yet, Jews were the special targets of the Nazis. All Jews, without exception, were sentenced to death. The magnitude of this crime against humanity required the adoption of a new word to describe what had occurred. The new word was *genocide*, "systematic, planned annihilation of a racial, political, or cultural group."

The problem of responsibility for the Holocaust is enormously complicated. The Nazi leaders clearly bear the direct responsibility for the Holocaust. At Nuremberg most of the captured Nazi leaders were condemned to death for their crimes against humanity. Some were given life sentences.

But what is the responsibility of the rest of humanity? To what extent was the United States—its leaders and citizens—responsible for the Holocaust—either by what they did or failed to do?

MAJOR IDEA

- At the end of World War II nations attempted to enforce JUSTICE and to protect HUMAN RIGHTS.

CONCEPTS

- Human Rights
- Justice

PERFORMANCE OBJECTIVES

Students will be able to:

- Recognize the brutality and scope of the Holocaust.
- Discuss United States knowledge of and response to the plight of Europe's Jews both before and after Pearl Harbor.
- Assess United States responsibility for the Holocaust.

DEVELOPMENT

- Distribute Worksheet 7A, "Scope of the Holocaust." Have students examine the map, complete the exercise, and explain their answers to the following questions:
  - — What does this map show about the effects of Nazi racist thinking when they occupied Europe during World War II?
  - — From the information shown, what do you think the Nazis meant when they used the term "Final Solution"?
  - — Can you suggest reasons why in some countries Jews suffered comparatively smaller losses than in other countries?
  - — Why do you suppose the Nazis targeted the following people for extermination: Slavs, Catholics, Jews, Gypsies, people with disabilities, and homosexuals?

- Distribute Worksheet 7B, "Inge's Story." Have students read it and explain their answers to the following questions:
  - — What do you learn from Inge's story?
  - — Why does Inge say that after Kristallnacht, "we knew that we had to get out of Germany"?
  - — How did Inge's relatives in the United States respond to her family's plea for help? Why?
  - — Why did Inge's father at first feel pretty safe? Should he have?
  - — What was life like for Inge and her family at the Theresienstadt camp? What were their main concerns? Why?
  - — The violence against Germany's Jews on Kristallnacht was reported in *The New York Times* when it happened in November of 1938. If many American citizens had written to President Roosevelt about the events of Kristallnacht, do you think the fate of Europe's Jews would have been different? Why or why not?
- Distribute Worksheet 7C, "Journey of the *St. Louis*." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:
  - — What happened to the *St. Louis* and its passengers?
  - — Why did Cuban officials decide that the passengers' landing permits were invalid?
  - — How did the United States government respond to the Joint Distribution Committee suggestions that immigration laws be relaxed and the passengers be given at least temporary haven?
  - —Why did Bishop James Cannon, Jr., call the *St. Louis* incident "one of the most disgraceful things which has happened in American history...."? Do you agree?
  - — How did the *New York Times* treat the story of the *St. Louis*? If you had read this editorial, how would you have responded? What, if anything, would you have done? Explain.
  - — What feelings were expressed by the passenger on the *St. Louis*? How do you react to his statement?
  - — How does the end of the *St. Louis* story make you feel?
- Distribute Worksheet 7D, "Memo to the Secretary of State." Have students read and explain their answers to the following questions:
  - — What information about Nazi plans does this memorandum reveal?
  - — As the United States Secretary of State, how would you have reacted to this information? How would you have felt? What would you have done?
  - — Should the United States, a participant in World War II after 1941, have acted immediately to stop the planned extermination of Jews? For example, should the bombing of railroad lines carrying Jews to the extermination camps have become a top military priority? Why or why not?
- Distribute Worksheet 7E, "Who Was Responsible? (This page presents fictional individuals who represent a range of actual reactions to the Holocaust. Many other reactions could have been selected.) Divide the class into groups of four or five students each. Have the students read the statements in their groups. Instruct them to evaluate the responsibility of each speaker by placing a number from the continuum next to each account. After the groups have finished assessing the individual accounts, have them report to the class. Students might role-play a tribunal after World War II assessing United States responsibility for the Holocaust. Some students might play the parts of the individuals presented on Worksheet 7E. Finally, have students explain their answers to the following questions:
  - — Does the United States (government and/or citizens) share some of the responsibility for the Holocaust?
  - — Are you just as guilty if you fail to act as if you act?

- — Are you responsible if you fail to find out what is happening?
- — How should the United States government have responded to the actions Hitler was taking against Jews, homosexuals, Catholics, Gypsies, people with disabilities, etc.? At what point, if any, should the United States have intervened? How?
- — Should Americans today take action in response to atrocities against people being committed around the world? Explain by giving examples.

FOLLOW-UP ACTIVITIES

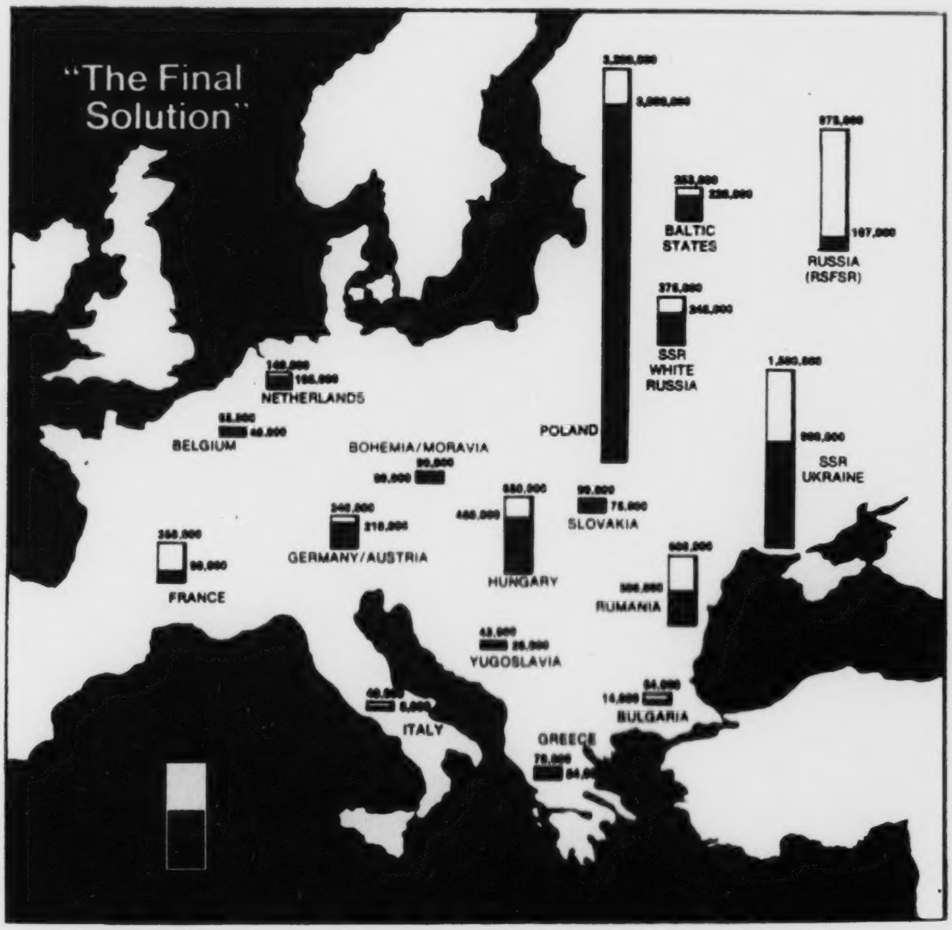
Students can:

- Read and report on one or more of the many written accounts by Holocaust survivors of life in the concentration camps.
- Write poems or draw pictures that illustrate their feelings about the Holocaust.
- Make an appointment to visit the Holocaust museum at the Bronx High School of Science.
- Read the book and/or view the film of *Anne Frank: Diary of a Young Girl.*
- Research and report on other historical examples of genocide, (e.g., the Armenians, Cambodians, Bosnians).

WORKSHEET 7A

Scope of the Holocaust

In 1942 Nazi leaders decided to carry out the "Final Solution" to what they believed to be Germany's most crucial problem—achieving racial purity. The map below shows the results of that decision: the estimated number of European Jews killed out of the total pre-war population.



Map by Robert Sugar, Source: *Keeping Posted*, Lucy Dawidowicz

Note: Although Jews were the largest single group to be victimized by the Nazis, the Slavic people of Poland and eastern Europe, the Gypsies, Jehovah's Witnesses, homosexuals, and other groups considered by the Nazis to be "lesser races" were also singled out for extermination, enslavement, or deportation.

EXERCISE

- What was the total pre-war Jewish population of France? ______________________________
- How many Jews were annihilated by the Nazis in Rumania? ______________________________
- What fraction of the Jewish population in Germany and Austria survived? ________________

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Inge's Story

Over 1.5 million children were killed in the Holocaust simply because they were Jewish. Read below the interview of a person who survived three years in a concentration camp as a child.

Inge, (left), posing with a friend, holds her favorite doll, Marlene. (Gift of Inge Auerbacher, Yaffa Eliach Collection, donated by Center for Holocaust Studies, Museum of Jewish Heritage, NY.)

IN 1938 I WAS approximately three years old. November 9th was a terrible day for us. Who can forget it! In the morning we were awakened by a loud knock and screaming of the Nazis. They told my father to get dressed and they arrested him. They also took my grandfather and the men from the synagogue and arrested them right then and there. Young men threw rocks into the house, broke *all* of our windows. One particular brick almost grazed my head. My mother just pulled me away in time; otherwise, I would have been killed. We tried to escape into a sort of a backyard area. A few days later, a policeman came and brought a whole basketful of laundry, belts and shirts. And he said, "Oh, here are the clothes from your men." My mother was afraid that they had been killed. She went to the German command in the next city, Stuttgart, and showed them that she bought a ticket to Trinidad to let them know that we had papers to get out of Germany. She hoped they would let my father go. Somehow we did get my father and grandfather out.

Afterwards, we knew that we had to get out of Germany. Letters were written to different relatives in America but nobody would help. They told us that America had so many millions unemployed, and why should we add to this amount? So we got stuck in Germany, like millions of others. Since my father was a disabled war veteran, he felt pretty safe. He had his Iron Cross #2 and was quite a good German. He felt pretty secure although he had already been to the concentration camp at Dachau and had suffered immense brutalities. He was in Dachau about six weeks. My grandfather was also in Dachau and when he came back he died a few weeks later.

At the end of 1940, transports started to roll to the East. My grandmother was taken away at the end of 1941. Then my father wrote to the authorities stating that he was a disabled war veteran. Would they spare him from the next transport? I believe that he had already been given a number to go to Russia or Poland. We had photographs taken of his wounds, a very long letter was written and it worked, until 1942, when we were on the first transport to enter Theresienstadt, a restricted area for Jews in Czechoslovakia.

Our arrival was terrifying. When we got off the trains they told us to start marching and they started to whip the people. My transport had mainly older people and disabled war veterans. You could see people lying on the sidelines because they couldn't march anymore. It was quite a long way and I remember helping a girl. She had some heavy luggage or something and I dragged it along. In one hand I had my doll and with the other one I was dragging that heavy thing. And my parents were trying to protect me from these beatings, from the whips cracking all around. And finally we arrived and we were taken to this army barrack. It was so crowded. It was complete chaos. People did not have any beds. It was just a stone floor, almost no windows. It was very dark and there were thousands of people all around you. We just couldn't understand what happened. We had a few blankets with us. We tried to put them on the floor and to cover ourselves. It was August. There was a terrible smell from people dying left and right, because we really had a lot of old people and they died quite fast.

Then there was an epidemic of scarlet fever. I caught it right away from another girl. I was taken to the hospital. I remember being taken to the children's division of the hospital on what they called the "bed cart." They pulled dead bodies the same way they did the living people, on two-wheeled contraptions. There were about sixty, seventy children. Two of us shared one bed, one up and one down. There were doctors but almost no medicine. I didn't get a bath in about four months and I wore the same nightgown for maybe the same amount of time. At the end of that time I really was a mess. When I came out I was so covered with lice they had to cut off my hair. I lost my voice. I went in August and I came out in December.

And again the same thing, waiting in line again, great big lines for lunchtime with your metal canisters and we'd always try to sort of hustle in between to find more food. We used to rummage around the kitchen leftovers. My father was very good at that. He would know where the old bones would be thrown out so he would bring them home and we would boil them again trying to get out whatever was left. If we found a little piece of potato left somehow we would make some soup out of it for ourselves. There was one stove in a large room. Fuel was very meager, so we threw in books, whatever we could find to make the fire. At night it was the same story all over again. Waiting on line for hours getting the food, getting a potato or some soup and that was the end of that. Bread rations were *extremely* meager. I remember my father making a mark on the bread: for Monday we can eat from here to here. Tuesday a little piece more. We had to make a mark so that you didn't go over the mark. You wouldn't overstep that mark. The whole day really was made up of looking for things. The main concern was food. I remember my girlfriends and I would talk about who could think of the nicest cake or who could think of the biggest whipped cream cake, imagining what it tasted like. We had contests, for instance, "How many bones show in your body."

A few years ago, I decided that I wanted to relive my entire life. I decided to go back to Theresienstadt to see with adult eyes what really happened. I also went to Dachau concentration camp, because I wanted to see where my father and grand-father were. It was really very strange to go back there. It was like a dream. It was hard to believe that we could have lived like that, under this constant terror, waiting to be shipped to a death camp. One of the things that struck me quite vividly was: Now I can walk on any street that I want to walk! Now I am free!

Excerpted from an oral history interview recorded with Inge Auerbacher on Nov. 4, 1975, published in *I Too Had Dreams of a Bright Future: True Experiences of Children Who Survived the Holocaust*. Center for Holocaust Studies, 1988

WORKSHEET 7C

Journey of the St. Louis

The Journal

ST. LOUIS, 907 JEWISH PASSENGERS ABOARD, FORCED TO SAIL BACK TO EUROPE

REBUFFED BY CUBA, THEN THE U.S.

1939—Germany had permitted 907 people with permits for landing in Cuba to sail on the *St. Louis*, owned by a German shipping line. While they were en route to Cuba, the Cuban government decided the permits were no longer valid. Upon arrival, the refugees could not leave the ship. Negotiations involving the payment of money to the Cuban government by the Joint Distribution Committee (one of the chief Jewish refugee organizations) broke down, probably because of unwillingness to bribe government officials, and the *St. Louis* was forced to sail back to Germany.

A sympathetic German captain sailed as slowly as possible on the return voyage, while efforts were made to find countries willing to take the refugees. The United States would take none, although many were on a quota waiting list. Finally, the refugees were placed in France, England, Holland and Belgium. The majority were later rounded up by the Nazis and deported to extermination camps.[1]

A passenger on the St. Louis tells his feelings:

"I was not alone. The moment of truth had arrived. What rotten merchandise we must be if no one is prepared to accept us. The slaves must have been better; at least people paid for them, but here and now, when many wanted to pay for each of us, we are still rejected. Are we really so bad and so rotten? Are we really humanity's vermin and thus to be treated as lepers? Or has mankind ceased being human? Has it decided to imitate the natural elements and join with them in a war of annihilation against all the weaker and helpless forms of life? If yes, then man stands revealed. You have no capacity for understanding. You have no ideals. You have no noble purposes. Man, you are lower than the beasts... for they fight only when driven by hunger...."[2]

Bishop James Cannon, Jr., of Richmond, Virginia, wrote the following letter to the Richmond Times-Dispatch:

"...the press reported that the ship came close enough to Miami for the refugees to see the lights of the city. The press also reported that the U.S. Coast Guard, under instructions from Washington, followed the ship ... to prevent any people landing on our shores. And during the days when this horrible tragedy was being enacted right at our doors, our government in Washington made no effort to relieve the desperate situation of these people, but on the contrary gave orders that they be kept out of the country.... The failure to take any steps whatever to assist these distressed, persecuted Jews in their hour of extremity was one of the most disgraceful things which has happened in American history and leaves a stain and brand of shame upon the record of our nation."[3]

On June 9, after a committee of passengers wrote a telegram to President Roosevelt asking help for the 907 passengers, "of which 400 are women and children," and there was no reply, the New York Times editorialized:

"It is hard to imagine the bitterness of exile when it takes place over a faraway frontier. Helpless families driven from their homes to a barren island in the Danube, thrust over the Polish Frontier, escaping in terror of their lives in Switzerland or France, are hard for us in a free country to visualize. But these exiles floated by our own shores. Some of them are on the American quota list and can later be admitted here. What is to happen to them in the interval has remained uncertain from hour to hour. We can only hope that some hearts will soften somewhere and some refuge be found. The cruise of the *St. Louis* cries to high heaven of man's inhumanity to man."[4]

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[1] From *While Six Million Died: A Chronicle of American Apathy* © 1967, 1968 by Arthur D. Morse. Published by the Overlook Press.

[2] Korman, Gerd, ed. *The Hunter and the Hunted*, New York: Viking Press, 1973.) Reprinted by permission of B'nai B'rith Books, Washington D.C.

[3] From Arthur D. Morse, *While Six Million Died*. Reprinted by permission of the Richmond Times-Dispatch.

[4] From Arthur D. Morse, *While Six Million Died*.

EXERCISE

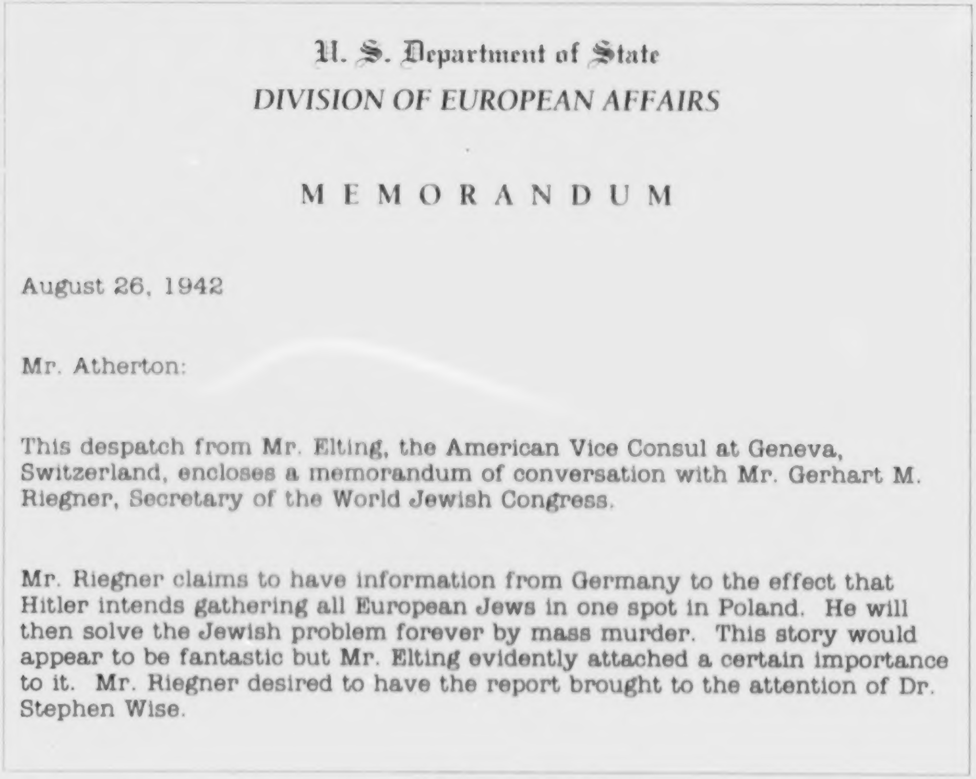
As an American having read of the United States government's refusal to take the Jewish refugees on the St. Louis, write a "Letter to the Editor" of the *Journal* expressing your opinions and feelings.

Dear Editor:

WORKSHEET 7D

Memo to the Secretary of State

Below is a memorandum, dated August 26, 1942, and received by the United States Department of State. It tells of reliable evidence of the Nazis' plans for Europe's Jewish population.



U. S. Department of State
DIVISION OF EUROPEAN AFFAIRS

MEMORANDUM

August 26, 1942

Mr. Atherton:

This despatch from Mr. Elting, the American Vice Consul at Geneva, Switzerland, encloses a memorandum of conversation with Mr. Gerhart M. Riegner, Secretary of the World Jewish Congress.

Mr. Riegner claims to have information from Germany to the effect that Hitler intends gathering all European Jews in one spot in Poland. He will then solve the Jewish problem forever by mass murder. This story would appear to be fantastic but Mr. Elting evidently attached a certain importance to it. Mr. Riegner desired to have the report brought to the attention of Dr. Stephen Wise.

From National Archives of the United States, Washington, DC, File 862.4016/2234

WORKSHEET 7E

Who Was Responsible?

The following are viewpoints on the American response to the Holocaust that were expressed by a range of people in the United States after the war. What responsibility, if any, can be assigned to each speaker?

0	1	2	3	4
None		Some		Great

____ Yes, I refused to change U.S. immigration laws and allow the 907 Jewish refugees aboard a steamer to be admitted to the United States. I had sympathy for the Jews, but the interests of my country come first. Our national quota system protects American workers from unemployment made worse by a sudden influx of immigrants. After all, the United States was still trying to pull itself out of the Great Depression. I had to refuse the Jews admission even though most of them held quota numbers that would have allowed them to enter the U.S. three months to three years later.

— U.S. government official

____ I tried to persuade the U.S. government to act to save more Jews from Hitler, but I did so by working quietly behind the scenes. I did not choose to raise a public outcry. I feared making American anti-Semitism worse. I also believed that if we raised a public outcry, the isolationists and American Nazis would succeed in persuading the country that this was a "Jewish" war.

— Leader of an American Jewish organization

____ I vaguely recall reading in the middle 1930s about the discrimination against Jews in Germany. At that time I wasn't surprised. Hadn't Jews always been the objects of persecution in Europe? Even when I later learned about relocations, concentration camps, slave labor, and brutality against the Jews, I didn't think anything unusual or unique was happening. Besides, I have my own problems and I thought the American government would take some action.

— American schoolteacher

____ In 1939 I campaigned in Congress to bring 20,000 children (Jewish and non-Jewish) to the United States over and above the regular German quota. In collaboration with refugee organizations of all faiths, we Quakers organized every detail of the migration. I testified before Congress that the immigration of these children would be at no cost to the nation (thousands of American families had offered to adopt the children and the children would not enter the labor force). Opponents of our plan, fearful of any change in the immigration laws, won out.

— Executive Secretary of the American Friends Service Committee (the Quakers)

____ Although I was aware of the suffering of Jews in concentration camps, I could not issue orders to bomb these camps and the railway tracks leading to them. This would have removed men and weapons from more strategic targets, thus only lengthening the war.

— American military strategist

Learning Activity 8

How effective was the attempt after World War II to secure a lasting peace?

THEME

Contributions

BACKGROUND

In the spring of 1945, as World War II was drawing to a close, representatives of war-weary nations met in San Francisco, California, to try to find a way to end war forever. Their answer to the challenge of ensuring permanent peace was to replace the ineffective League of Nations with the United Nations, a new organization where civilized debate would take the place of slaughter on the battlefield. Fifty-one nations signed the United Nations Charter, pledging to use peaceful means for solving international disputes.

The groundwork for the formation of the United Nations had been laid in January of 1942 when 26 nations signed the Declaration of the United Nations, promising to eschew territorial aggrandizement after the war, to respect the right of all peoples to determine their own form of government, to work for freer trade and international economic cooperation, and to force the disarmament of aggressor nations. These ideals were incorporated into the United Nations Charter along with agreements for nations to work together to solve world problems of disease, hunger, and illiteracy.

Six major bodies carry out the work of the United Nations: the Security Council, the General Assembly, the Secretariat, the Economic and Social Council, the Trusteeship Council, and the International Court of Justice. The General Assembly includes delegates from every member nation. It can discuss any subject within the scope of the Charter and make recommendations to the small and powerful Security Council. The Security Council originally had eleven, and later fifteen, members. Of these, the Big Five—Great Britain, the United States, the Soviet Union, China, and France—have permanent seats and the right to a veto. The other members are elected for two-year terms and have no veto. The Security Council has the power to look into disputes and to act against any nation that threatens the peace.

Despite limited success in resolving major international disputes, the United Nations has done much to help developing nations, many of which achieved their independence during the 1960s, to combat poverty, disease, and illiteracy. This important work has been coordinated by the Economic and Social Council and its many agencies. The Trusteeship Council administers certain territories remaining under United Nations authority, assisting in the creation of independent states. The main judicial organization of the United Nations is the International Court of Justice: every member nation agrees to abide by its decisions.

The independence of African and Asian nations and their subsequent membership in the United Nations has changed the internal politics of the organization. Approximately 115 Third World countries now belong to the United Nations. They constitute a majority, and, frequently voting in the General Assembly as a bloc, these nations have achieved considerable power in the world body. Currently, debate has ensued over expanding the Security Council to include India or an African nation among the permanent members.

MAJOR IDEA

- The United Nations was established in recognition of the fact that the world's countries have competing interests as well as common concerns, but had few formal, cooperative structures for addressing them.

CONCEPTS

- Human Rights
- Interdependence
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the stated goals, structure, and functions of the United Nations.
- Assess the significance of the Universal Declaration of Human Rights.
- Explain the contributions to the work of the United Nations of Eleanor Roosevelt and Ralph Bunche.
- Evaluate the United Nation's effectiveness in responding to military as well as social crises.

DEVELOPMENT

- Distribute Worksheet 8A, "Keeping the Peace." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:
  - — What do these readings tell us about the United Nations?
  - — Why did the United States and other world powers establish the United Nations in 1945?
  - — How is the United Nations organized?
  - — Which do you consider the most important body of the United Nations?
  - — The Security Council has been called the "action body" of the United Nations. What do you think this title means?
  - — How does the United Nations compare with the League of Nations? Would you expect the United Nations to be a more effective organization? Why or why not?
  - — The United States funds 20 percent of the United Nation's annual budget. Do you think that this percentage should be cut? Why or why not? Do you need additional information? Explain.
- Distribute Worksheet 8B, "First Lady of the World." Have students read it and explain their answers to the following questions:
  - — What does this "special edition" tell us about Eleanor Roosevelt?
  - — Why did Mrs. Roosevelt come to be known after her husband's death as "First Lady of the World"?
  - — Why do you suppose she considered the Universal Declaration of Human Rights to be such an important achievement? Do you agree? Why or why not?
  - — To what extent are the principles stated in the Universal Declaration of Human Rights still meaningful today?
  - — Is there a woman today who might be appropriately called "First Lady of the World"? Explain.
- Distribute Worksheet 8C, "Diplomat for Peace." Have students read it, complete the exercise, and explain their answers to the following questions:
  - — What do we learn from this story about Ralph Bunche?
  - — Why was the United Nations conducting negotiations between Arabs and Israelis?
  - — How did Dr. Bunche prepare for the negotiations?
  - — Why did the negotiations almost break down?
  - — How did Dr. Bunche manage to get both sides to continue negotiating?
  - — In 1950 Dr. Ralph Bunche was awarded the Nobel Prize for Peace. Do you think he deserved this award? Why or why not?
- Distribute Worksheet 8D, "U.N. Supporters and Critics." Have students read it, examine the cartoon, complete the exercise, then explain their answers to the following questions:
  - — What do the chart and cartoon tell us about the way the United Nations is viewed around the world today?
  - — How do its supporters argue the United Nation's strengths?
  - — Why are some critics pessimistic about the United Nations?
  - — On balance, do you think the United Nations is an effective international organization? In which kind of crisis—military or social—has it responded most effectively? Explain.
  - — What changes would you suggest in the United Nations to make it more effective? Explain.

FOLLOW-UP ACTIVITIES

Students can:

- Visit and tour the United Nations.
- Prepare a time line of the major crises dealt with by the United Nations since its inception in 1945.
- Write to United Nations agencies asking them for information concerning the work they do.
- Research and report on one of the United Nations' secretary-generals (for example, Trygve Lie, Dag Hammarskjöld, U Thant, Kurt Waldheim, Javier Perez de Cuellar, or Boutros Boutros-Ghali).
- Examine newspapers for articles that involve current United Nations activities, then use these to design bulletin boards, write reports, make scrapbooks, etc.

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WORKSHEET 8A

Keeping the Peace

The Journal

APRIL-JUNE, 1945

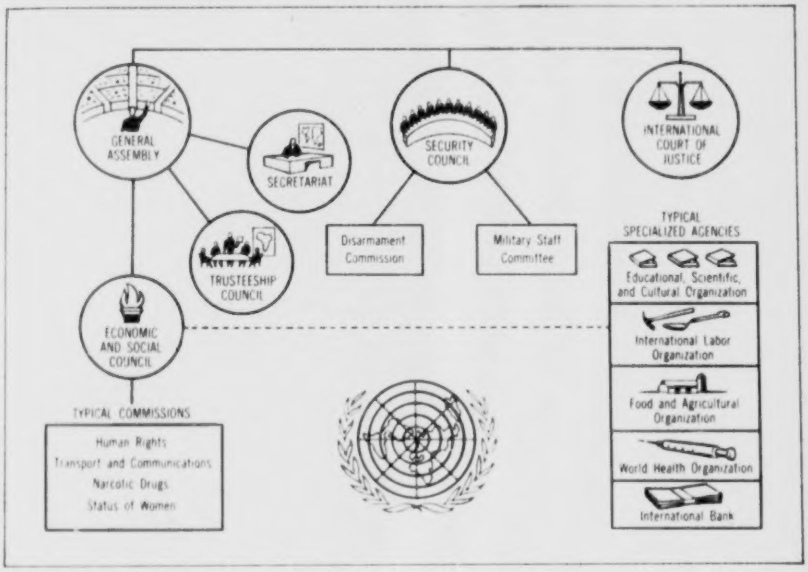
FIFTY-ONE NATIONS MEET IN SAN FRANCISCO SIGN CHARTER ESTABLISHING UNITED NATIONS

An excerpt from the United Nations Charter follows:

We the peoples of the United Nations, determined to save future generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind; and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small; and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained; and to promote social progress and better standards of life in larger freedom...

....have resolved to combine our efforts to accomplish these aims:

1. To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace....
2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples....
3. To achieve international cooperation in solving international problems and in promoting and encouraging respect for human rights....


GENERAL ASSEMBLY
SECRETARIAT
SECURITY COUNCIL
INTERNATIONAL COURT OF JUSTICE
TRUSTEESHIP COUNCIL
ECONOMIC AND SOCIAL COUNCIL
Disarmament Commission
Military Staff Committee
TYPICAL SPECIALIZED AGENCIES
Educational, Scientific, and Cultural Organization
International Labor Organization
Food and Agricultural Organization
World Health Organization
International Bank
TYPICAL COMMISSIONS
Human Rights
Transport and Communications
Narcotic Drugs
Status of Women

Organization of the United Nations. From Irving Gordon, *American History* (New York: Amsco) 1977

UNITED NATIONS	LEAGUE OF NATIONS
1. All major countries are charter members.	1. The United States never joined; Russia was a member for only five years.
2. A majority vote required on the Security Council (all five permanent members included).	2. Unanimous vote of all members of the Security Council was required.
3. Not connected with any of the peace treaties after World War II.	3. As part of the Versailles Treaty, it became associated with opposition to the peace treaties in many countries.
4. Provision made for a Military Staff Committee for a permanent army (not yet in existence).	4. No provision was made for an international police force to uphold decisions.

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EXERCISE

The year is 1945 and you have just read the above issue of *The Journal* on the formation of the United Nations. Write a letter to the editor supporting or opposing the United Nations' establishment. Use the outline below.

June 1945

Dear Editor:

I have just read that 51 nations met in San Francisco to sign a charter establishing the United Nations. I support/oppose the formation of this organization for the reasons that follow:

First, ____

____

____

Second, ______________________________________

____

____

Finally, ______________________________________

____

____

Sincerely,

____

WORKSHEET 8B

The First Lady of the World

NEWS**PEOPLE** MAGAZINE

SPECIAL FEATURE: ELEANOR ROOSEVELT

WHEN A NEWSpaper-woman asked Eleanor Roosevelt for a statement several days after her husband's death, the former first lady simply said, "The story is over."

But for Anna Eleanor Roosevelt, the story was far from over. In the years following President Franklin D. Roosevelt's death, she became a symbol of hope, caring, and love to people throughout the world. It was no wonder that she was known as the "First Lady of the World."

Pach/Bettman

Eleanor Roosevelt was worried that when she first left the White House, "I might find times when I wouldn't know what to do with myself." But that worry quickly passed. In December 1945, President Harry S. Truman appointed her as a member of the American delegation to the United Nations. Like her husband, Eleanor firmly believed that the United Nations was the world's best hope for avoiding another war. Although female delegates were very rare at that time, during her seven years as an American delegate, she won the respect and admiration of men and women alike for her courage and honesty.

She considered her "most important task" at the United Nations to be her role as chairwoman of the Commission on Human Rights. The duty of this commission was to define the basic rights of people all over the world. Trying to get nations with different customs, religions, and governments to agree on these rights was a difficult task, but somehow Eleanor Roosevelt succeeded. The United Nations General Assembly adopted the Universal Declaration of Human Rights on December 10, 1948.

Below are some of the Declaration's 30 articles:

Article 1: All human beings are born free and equal in dignity and rights....

Article 2: Everyone is entitled to all rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status....

Article 3: Everyone has the right to life, liberty, and security of person.

Article 4: No one shall be held in slavery or servitude.

Article 5: No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment....

Article 7: All are equal before the law....

Article 9: No one shall be subjected to arbitrary arrest, detention, or exile....

Article 11: Everyone charged with a penal criminal offense has the right to be presumed innocent until proved guilty....

Article 13: Everyone has the right to freedom of movement and residence....

Article 18: Everyone has the right to freedom of thought, conscience, and religion.

Article 20: Everyone has the right to freedom of peaceful assembly and association....

From Russell Roberts, "Life After the White House," *Cobblestone Magazine*, Vol. 7 No. 11, Nov. 1986 (Cobblesone Publishing, Inc., 7 School St. Peterborough, NH 03458)

Diplomat for Peace

In 1949 the United Nations took steps to end the fighting that had broken out between Jews and Arabs when the new state of Israel was proclaimed in Palestine. Read the story of these Arab-Israeli negotiations conducted by Ralph Bunche, the leader of the United Nations mission. Bunche, an African-American, had previously worked for the State Department and would go on to an illustrious career with the United Nations, carrying out difficult assignments in trouble spots around the world.

For months, daily and Sunday, Bunche had been going from one floor to another in the hotel, talking, pleading, shouting himself hoarse. But it was difficult, for every day Arab and Jewish negotiators received reports of the fighting in the area of Palestine and grew more and more bitter. There were thousands of dead on each side and hundreds of thousands were homeless. Many others were dying of disease or starvation. No longer was it a "two-bit war." Weapons from many Arab factions and nations poured in and vast supplies also reached the Israelis.

At two o'clock that afternoon Bunche roamed about the conference room to see whether pads and pencils were placed before each chair and whether the proper brands of cigarettes had been placed.

He also made sure that the guards before the door had received their instructions, and that they were not biased but would properly salute each man of each side as he came in.

The hour arrived. Bunche, at the door, greeted the Arab delegation as it filed in. He shook each hand, spoke easily, then seated them on one side of the table.

The Bettman Archive

Then there was a knock at the door, and a soldier, bearing a bayonet, flung it wide and announced the Israelis.

The Arabs, blank faced, remained seated. The Jewish chairman stepped around Bunche and extended his hand to the Arab chairman who still remained seated.

Self ed-Din, the Arab also known as the Sword of God, turned about in his chair and ignored the offered hand of Walter Eytan, the Israeli chairman. He turned his back and faced the wall. Eytan withdrew his hand and turned angrily to Bunche. The Sword of God turned and smiled at Bunche and stroked his whiskers.

Bunche said diplomatically: "I'm glad both sides have met for this preliminary meeting. Suppose we adjourn." As the Arabs began to rise, Bunche waved them down. "Keep seated, please. There will be refreshments." He counted heavily on Arab politeness, which could not permit them to refuse an offer of food from a host.

Then he followed the Israelis out into the corridor. Eytan was furious and belligerent. "What kind of nonsense is this? I'm flying back to Palestine this afternoon."

Bunche asked Eytan to wait. He walked back into the conference room and said to the Sword, "Why did you do that? That was an insult to me as well."

"It was wrong, rude, and an insult to the United Nations," Bunche said. Then he added: "The United Nations Security Council, many nations of which are on your side, will hold you responsible."

Bunche again went to the corridor where Eytan was waiting. "The chairman of the Arab delegation is sorry. He meant no harm, he says, and is willing to meet you personally and talk with you. It would be rude for you not to agree, would it not?" he asked.

From JA Fugelmass, Ralph Bunche: *Fighter for Peace* (New York: Simon & Schuster), 1980.

Eytan shrugged and discussed this with several of his commit-tee members. "I agree," he said angrily, "but no more insults."

"After all," he added smilingly, "we are winning this war. We can demand the terms."

"Only the United Nations will set the terms," Bunche said. "No one wins a war," he added. Eytan thought that over for a moment, then added, "We'll meet with the Sword again."

EXERCISE

As a result of his efforts to achieve an armistice, Dr. Bunche received the Nobel Peace Prize in 1950. In the space below, indicate the reasons why Ralph Bunche deserved this award.

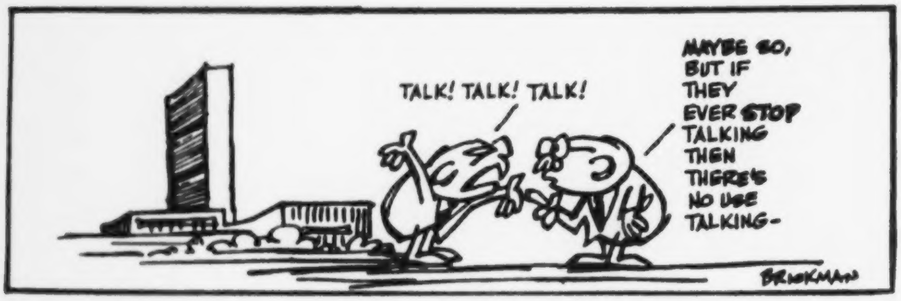
AWARD FOR PEACE

This award is granted to Ralph Bunche for his efforts to

Date ______________ Signature ______________________

WORKSHEET 8D

U.N. Supporters and Critics


TALK! TALK! TALK!
MAYBE SO, BUT IF THEY EVER STOP TALKING THEN THERE'S NO USE TALKING-
BRICKMAN

How does the cartoon reflect the weaknesses of the United Nations?

How does the cartoon reflect the strengths of the United Nations?

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A UNITED NATIONS BALANCE SHEET

Credits	Debits
1. Almost all of the world's nations are members.	1. Some nations defy U.N. resolutions: South Africa's continuation of apartheid; 1948 Arab attack on Israel; Israel's annexation of the Golan Heights; U.S.S.R.'s suppression of the Hungarian rebellion; U.S.'s disregard of U.N. condemnation of its air raids on Libya; Iraq's disregard of U.N. condemnation of its attack on Kuwait.
2. International problems solved or brought closer to solution: the 1948 partition of Palestine; independence for Indonesia; the 1956 withdrawal of invading forces from Egypt.	2. Forty years of conflict and war in the Middle East despite numerous U.N. resolutions calling for settlement of Arab-Israeli problems.
3. Member nations contribute troops to U.N. to stop aggression against South Korea. U.N. Emergency Force (UNEF) sent to restore order in the Congo (today Zaire), Cyprus, the Middle East (Lebanon, Kuwait), the former Yugoslavia.	3. Only 16 nations—at that time one-fourth of the U.N. membership—heed call for troops to aid South Korea.
4. Developing countries make their views on the superpowers' nuclear arms race heard at 1982 Disarmament Conference.	4. 1982 Disarmament Conference ends with no firm commitment by the U.S. or U.S.S.R. on nuclear disarmament. Meanwhile, the superpowers negotiate an arms agreement on their own in Geneva.
5. Food and Agricultural Organization (FAO) sends experts to teach farmers in developing nations how to increase their crop.	5. Members often vote on basis of bloc interests rather than on basis of U.N. principles. Example: Third World bloc, now a U.N. majority, approved India's seizure of Portugal's colony Goa in 1961, although U.N. Charter prohibits use of force.
6. Black South Africans invoke U.N.'s Declaration of Human Rights in their struggle against apartheid.	6. Veto power limits effectiveness of Security Council. Soviet Union used veto more than 100 times, U.S. more than 60.
7. U.N. organizes major conferences on world environment, world population, Law of the Seas, and disarmament.	7. U.N. often short of money because some nations were unable or unwilling to pay their assessments. Examples, Soviet bloc and Arab states refused to pay their share of expenses for UNEF peacekeeping forces.
8. Proceeds from UNICEF (United Nations International Children's Emergency Fund) Christmas cards go to feed starving children in Africa.	
9. Trusteeship Council helps colonial peoples form independent nations, including Cameroon, Togo, Somalia, Rwanda, and Burundi.	

Learning Activity 9

Was the United States or the U.S.S.R. more responsible for the outbreak of the Cold War?

BACKGROUND

In possession of nuclear technology and the world's strongest economy, the United States emerged from World War II as the world's leading superpower. Most of the other industrialized nations had been devastated by the war. When World War II ended, the American people hoped for an era of peace. Once again the nation considered withdrawing from international responsibilities. However, even before World War II ended, tensions were developing between the United States and the Soviet Union. During the war the Soviet Union had frequently accused the United States of delaying its invasion of Europe so that the Soviet army would be forced to bear the brunt of the war against Hitler's Germany.

At the Potsdam and Yalta summit conferences which took place in the final months of the war the Soviet Union believed it was promised a sphere of influence in Eastern Europe that would allow it to have friendly neighbors and secure borders. After the war, as the Soviet army established control in this region and Communist governments were installed, the United States and Great Britain began to challenge Soviet actions. In 1946 former Prime Minister Winston Churchill of Great Britain accused the Soviet Union of establishing an "iron curtain" across Eastern Europe. Gradually it became clear that the world had two competing superpowers. A "cold war" had begun.

From a United States perspective, the Soviet installation of satellite governments in Eastern Europe is viewed as the Cold War's immediate cause. It is clear, however, that the enmity between the two nations had its roots in United States opposition to the Bolshevik revolution in 1917. No matter what its origins, the Cold War has profoundly affected global history.

MAJOR IDEAS

- The United States and the Soviet Union emerged from World War II as the world's dominant POWERS.
- Ethnocentrism characterizes the foreign policy of most world POWERS.

CONCEPTS

- Change
- Political Systems
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the causes of the Cold War.
- Compare and contrast United States and Soviet views on causes of and responsibility for the Cold War.
- Evaluate which nation—the United States or the Soviet Union—was more responsible for starting the Cold War.

DEVELOPMENT

- Distribute Worksheet 9A, "Agreements at Yalta." Have students enact the dialogue and complete the exercise. Have three students, in the roles of Stalin, Roosevelt, and Churchill, respond to questions posed by class "reporters." (Students can use the questions they formulated in the exercise.) Then have students explain their answers to the following questions:
  - — What happened at Yalta?
  - — Why did the fate of Poland become an issue at that meeting?
  - — Why did Stalin oppose free elections in Poland?
  - — Why did Churchill and Roosevelt insist on free elections in Poland?

- — How was the conflict over Poland resolved at the Yalta meeting?
  - — Should Churchill and Roosevelt have trusted Stalin to keep the agreements he made at Yalta? Why or why not?
- Distribute Worksheet 9B, "A Cold War Begins." Have students read it, examine the map, complete the exercises, and explain their answers to the following questions:
  - — What does this worksheet tell us about Stalin's actions after Yalta?
  - — How did Stalin violate the Yalta agreements?
  - — Why did Winston Churchill say that an "iron curtain" had descended across the continent of Europe? What did he mean by this phrase?
  - — As president of the United States, how would you have reacted to the Soviet takeover of Eastern Europe? How would Stalin's actions make you feel about your wartime ally, the U.S.S.R.? Explain.
- Tell students that soon after these events the term "Cold War" was being used to describe the relationship that had developed after World War II between the two superpowers. Ask students:
  - — What do you suppose is meant by the "Cold War"?
- Divide the class into six small groups. To three groups, distribute Worksheet 9C, "Two Versions of the Cold War's Origins—the U.S. Version." To the other three groups, distribute the "Soviet Version." Instruct each group, or team, to prepare to argue its side of the debate. Choose two of the opposing teams to debate before the class (for extra credit) the question of who was most responsible for starting the Cold War.
  - — How does the Soviet view of the origins of the Cold War compare with the U.S. view? Explain.
  - — In your opinion, which nation—the United States or the Soviet Union—was more responsible for starting the Cold War?
  - — Could the development of a "Cold War" between the two superpowers have been prevented? Or did the very different philosophies of the two nations make it inevitable? Explain.

FOLLOW-UP ACTIVITIES

Students can:

- Read and report on biographies or anecdotes about United States, British, and Soviet leaders at the advent of the Cold War, e.g., Roosevelt, Truman, Churchill, and Stalin.
- Role-play meetings between the various Cold War nations' leaders.

WORKSHEET 9A

Agreements at Yalta

In February 1945, with Hitler close to defeat, the three most important men in the world—Franklin Roosevelt of the United States, Winston Churchill of Great Britain, and Joseph Stalin of the Soviet Union—met at Yalta, in the Soviet Union. The dialogue below is based on what happened at that meeting.

Churchill: We could not have found a worse place than Yalta for a meeting if we had spent ten years looking!

Roosevelt: You know that Stalin refused to meet anywhere but in Russia. Besides, now that we have given in to him on this point, perhaps he will give in to us on others.

Stalin: (turning to Roosevelt) Mr. President, would you like to make some remarks to the conference?

Roosevelt: My friends, let us work together in a spirit of friendship and cooperation so that all people will know that the powerful nations are of one mind.

Stalin: Gentlemen, as long as we three live, none of us will allow our countries to make war on other nations.

Churchill: Hear, hear! It is good that you speak this way. Now perhaps we can settle this Polish business. (Stalin frowns!)

(The three men knew Poland's recent history only too well. Independent since World War I, Poland was attacked by Germany and then occupied by the Soviets at the start of World War II. The Poles fought hard, but when it became clear that they were doomed to defeat, Polish officials escaped to England. There they formed a government in exile. This government was immediately recognized by Britain and the United States. In the meantime, in 1941 Germany attacked the Soviet Union, and Soviet troops were driven out of Poland. The Soviets left behind a group of Polish Communist leaders who formed an underground government. They continued to fight on against the Germans.)

Churchill: Gentlemen, Britain can be happy only with a plan that will leave Poland a free and independent state. Let the Polish people decide which government will represent them.

Stalin: Not so fast! I hope you gentlemen haven't forgotten that twice in the past 30 years Russia has been invaded through Poland. We Russians must look very carefully before we decide to recognize any Polish government! Besides, there already is a government in Poland. The Polish people support the communist Lublin government.

Roosevelt: (tired and upset) Aren't you forgetting the Polish government in London? England and the United States believe that the London government represents the Polish people.

Stalin: Nonsense! The Lublin government remained in Poland. It did not abandon the Polish people in their hour of need. *Your* Polish government is in London, thousands of miles away from the Polish people.

Roosevelt: (worn out) We will accept the Lublin government. But it should be reorganized to include Polish leaders from both Poland and London.

Churchill: I agree. However, I must insist that elections be held in Poland as quickly as possible. And these elections must be absolutely free.

Stalin: I accept. I have nothing to fear from free elections. I agree to hold them within a month or two.

Roosevelt: One more thing, Premier Stalin. You have read my Declaration on a Liberated Europe. You know that it calls for the right of all peoples to choose through free elections the form of government under which they will live. Will you sign my declaration?

Stalin: Mr. President, I approve of your declaration, and I will sign it.

(Later, Roosevelt met privately with Churchill.)

Roosevelt: Didn't I tell you that we could get Stalin to give in to us?

Churchill: Mr. President, it seems to me that you have worked a miracle! Stalin has signed your declaration. He has promised free elections in Poland and other countries in Eastern Europe. He has also agreed to enter the war against Japan, as well as to support Chiang Kai-shek. One thing bothers me, though.

Roosevelt: (a bit annoyed) What is that?

Churchill: I keep remembering an old Russian saying: "You have to buy the horse twice when dealing with a Russian!"

Adapted from Henry Abraham and Irwin Pfeffer, *Enjoying World History*, pp 412-415. (New York: Amsco School Publications, 1977)

EXERCISE

As a reporter for *The Journal*, formulate one question that you would like to pose to each of the "Big Three" leaders. Use the space provided below:

President Roosevelt: ____________________

____

Prime Minister Churchill: ____________________

____

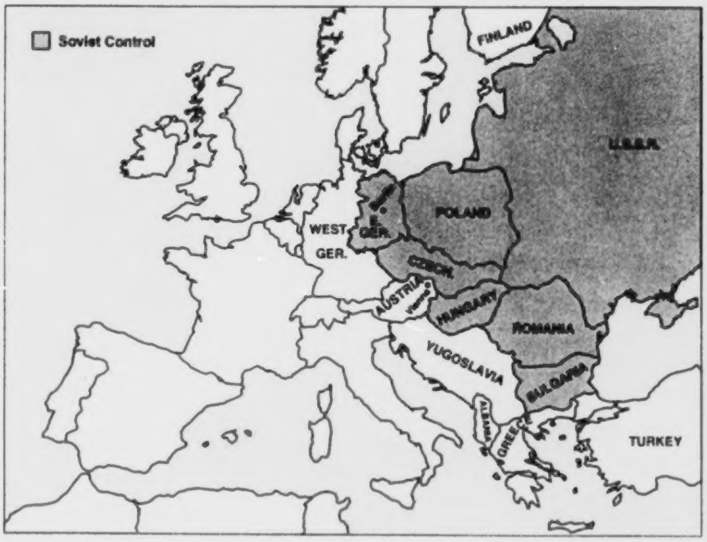
Premier Stalin: ____________________

____

A Cold War Begins

The Journal

1945-1948: SOVIET TROOPS OCCUPY EASTERN EUROPE USE FORCE TO SET UP COMMUNIST GOVERNMENTS



Stalin has not kept his promise. At Yalta he pledged to hold free elections in Poland for the formation of a new government. But Stalin wanted to keep friendly states along the Soviet Union's borders. Knowing that free elections might lead to anti-Soviet governments in Poland and other parts of Eastern Europe, Stalin repeatedly refuses to allow them.

Determining the future of Germany is critical to peace in Europe. Instead of reaching an agreement on a new German state, the United States and the Soviet Union have allowed the zones they occupied, designed to be only temporary, to become permanent dividing lines.

By 1947 the United States, Britain, and France were merging their zones, preparing the way for an independent West Germany. The Soviet Union, meanwhile, has established a communist government in East Germany, which includes the jointly occupied city of Berlin.

In 1946 and 1947 Stalin created "satellites," or nations loyal to Moscow, throughout Eastern Europe. One by one, Poland, Hungary, Romania, and Bulgaria have become communist nations. In Czechoslovakia, communists overthrew a democratically elected government.

Former British Prime Minister Winston Churchill has stated in a recent speech:

"An iron curtain has descended across the continent of Europe. Behind that line lie all the countries of Central and Eastern Europe. All these countries lie in the Soviet area of influence and all are subject to a very high and increasing degree of control from Moscow (the capital of the Soviet Union). I do not believe that the Soviet Union desires war. What it desires is the fruits of war and the indefinite expansion of its power and doctrine."*

*Adapted from a speech of March 5, 1946. The Congressional Record, 79th Congress, 2nd Session.

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EXERCISE 1

For each of the following pairs of statements, label one statement *cause* and the other *effect*.

_________ Stalin repeatedly refused to hold free elections in Eastern Europe.

_________ Stalin wanted friendly states along the Soviet Union's borders.

_________ The United States, Britain, and France merged their zones in western Germany.

_________ The Soviet Union set up a communist government in East Germany.

EXERCISE 2

Base your answers to the following questions on the map and Churchill quotation.

- What continent does the map depict?
- Name three nations controlled by the Soviet Union after World War II.

  ____________________, ____________________, and ____________________
- How does the map show why Churchill stated that an "iron curtain" had descended after World War II across Europe?

  ____

  ____

  ____

  ____

  ____

WORKSHEET 9C

Two Versions of the Cold War's Origins

U.S. VERSION

The Soviet Union is dangerous to world peace—

1917	The communist revolution in Russia sets up a government and an economic system that is a dictatorship and prevents human freedom. This communist dictatorship is a threat to all nations and is dangerous to world peace.
1918	The new Soviet government abandons its allies and quits the war (World War I) against Germany.
1920-1930s	The Soviet Union under the leadership of Joseph Stalin supports revolutions all over the world.
1935-1939	Joseph Stalin puts all leaders who disagree with his policies in jail. Many are killed.
1939	The Soviet Union signs a treaty with Nazi Germany. The Soviet Union agrees to allow Hitler to invade Poland. In return, the Soviet Union is promised peace and Polish territory.
1944-1945	The Soviet army races across eastern Europe trying to conquer and occupy as much territory as possible.
1941-1945	The Soviet Union refuses to go to war with Japan, forcing the U.S. to fight the whole war against Japan.
1945-1954	The Soviet Union supports communist revolutions in China, Korea, and Vietnam. The Soviet Union is dangerous to world peace.
1948	The Soviet Union sets up a blockade that prevents the United States from sending supplies to U.S. troops stationed in Berlin, Germany.
1948	The Soviet Union supports a communist takeover in Czechoslovakia.
1949	The Soviet Union starts to test nuclear weapons.
1955	The Soviet Union establishes the Warsaw Pact to insure its control over Eastern Europe. The treaty allows the Soviet Union to keep troops in the Eastern European countries.
1956	Warsaw Pact troops under Soviet control invade Hungary.
1962	The Soviet Union places nuclear weapons in Cuba, just ninety miles from the United States.

SOVIET VERSION

The United States cannot be trusted—

1918	After the Russian Revolution the new communist government decides to withdraw the country from World War I. Because Russia quits the war, 15,000 United States soldiers participate in allied invasions of the Soviet Union. These invasions try to bring enemies of the Russian Revolution back to power.
1919	At the Versailles Peace Conference United States President Woodrow Wilson supports a plan to take Soviet lands away to create the new countries of Lithuania, Estonia, Latvia, and Poland.
1920s	While the Soviet people are starving the U.S. refuses to help the Soviet Union rebuild from the destruction caused by World War I and the Russian Revolution.
1930s	The United States stands back while dictators gain control of Germany, Italy, Japan, and Spain. These new dictatorships threaten the security of the Soviet Union. Japan continues to occupy islands claimed by the Soviet Union.
1941	The United States stands by when Germany invades the Soviet Union in June, 1941.
1942-1944	Even after the U.S. enters World War II it delays its invasion of Europe while Soviet soldiers are forced to bear the major share of the fighting against Germany.
1944-1945	After the United States invasion at Normandy beach, U.S. forces race to conquer and occupy as much of Europe as possible. The U.S. wants to deny the Soviet Union the resources that it needs to rebuild.
1945	Even though the United States and the Soviet Union are allies, the United States keeps the secret of the atomic bomb to itself.
1945	After World War II the U.S. secretly plans a nuclear attack on the U.S.S.R..
1945-1948	The wartime allies agree that the Soviet Union should have a sphere of influence in Eastern Europe to protect its borders. Suddenly the U.S. changes its mind.
1945-1954	The U.S. opposes communist peoples' revolutions in China, Korea, and Vietnam.
1948	The United States, Great Britain, and France decide to unify western Germany without talking with the Soviet Union. West Germany becomes a new threat to the Soviet Union.
1949	The United States, Great Britain, and France found the North Atlantic Treaty Organization, NATO, surrounding the Soviet Union with military and nuclear bases.
1955	West Germany, the enemy in World War I and World War II, joins NATO.

EXERCISE

Identify each of the following arguments concerning the start of the Cold War as either a U.S. argument or a Soviet argument. Then write the appropriate counter-argument next to it.

ARGUMENT	U.S. or U.S.S.R.	COUNTER-ARGUMENT
United States soldiers participated in Allied invasions of the Soviet Union after World War I.		
The Soviet Union signed a treaty with Nazi Germany, allowing Hitler to invade Poland.		
In 1949 the Soviet Union started to test nuclear weapons.		

Learning Activity 10

Was the Allied policy of containment the best way to deal with Soviet expansion?

BACKGROUND

In 1947 the United States changed its foreign policy to meet the challenges of the Cold War. A new strategy, which became known as "containment," would shape America's role in the world for the next four decades.

The Cold War (the term was coined by Bernard Baruch to describe the intense conflict and rivalry that developed between the United States and the U.S.S.R. at the end of World War II) intensified in 1947 after President Truman announced his determination to defeat Communist guerrilla movements by giving economic aid to Greece and Turkey. Another phase of containment came with the Marshall Plan, a massive economic program to rebuild Western Europe and thereby make it less vulnerable to Communist influence. The creation of the North Atlantic Treaty Organization in 1949, putting Europe under the American nuclear shield, represented the start of yet another phase of containment.

Conflicts and clashes between the United States and the U.S.S.R. during the Cold War era included, but were not limited to: the Soviet blockade of West Berlin and the Allied airlift; the Communist victory in China while the United States supported the Nationalists; the Soviet Union's explosion of its first atomic bomb in 1949; the Korean War; the Congo crisis of 1961; and the Bay of Pigs invasion.

As tensions between the two superpowers mounted with each crisis, both nations embarked on a costly and frightening arms race. Instead of feeling safer and more comfortable in the period following World War II, the American people and the Soviets felt they were living on the edge of nuclear destruction.

The year 1991 may well be considered by future historians to be a crucial one in the history of our planet: the year in which the Cold War came to an end. For the first time in forty years, Americans can feel more optimistic about the future, because the breakup of the Soviet Union and the downfall of Communism there and in Eastern Europe have reduced the likelihood of nuclear war.

MAJOR IDEAS

- Containment of an opponent through military alliances is a common strategy.
- Leaders may react to a crisis to avoid showing weakness as much as to show strength.

CONCEPTS

- Political Systems
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Discuss the policy of containment as reflected in the Truman Doctrine, the Marshall Plan, and the establishment of NATO.
- Discuss causes and results of Cold War conflicts: Berlin Blockade, China, Korean War, Congo crisis, Bay of Pigs invasion.
- Assess the effectiveness of the policy of containment for dealing with Soviet expansion.

DEVELOPMENT

- Distribute Worksheet 10A, "Containment." Have students read it, complete the exercise, and explain their answers to the following questions:
  - — What does this worksheet tell us about the response of the United States and its allies to the spread of communism after World War II?
  - — How did President Truman try to stop the spread of Communism in Greece and Turkey?

- Was the Marshall Plan an effective way to stop the spread of Communism in Western Europe? Why or why not?
- How was the formation of NATO an attempt to stop the spread of Communism?
- Is "containment" a good name for the policy that the United States and its allies adopted in response to Soviet expansion after World War II? Explain.
- Does the cartoonist support or oppose containment? Explain.

- Distribute Worksheet 10B, "Some Cold War Conflicts." Divide the class into groups of five students each. To each group, distribute one copy of Worksheet 10C, "Conflict Analysis Chart." Instruct each student in a group to choose one of the conflicts described on Worksheet 10B. After reading about their chosen conflict, students should share information and work cooperatively to complete the group's chart. All students in the group should sign the chart in the space provided to signify their contribution. Then have students explain their answers to the following questions:
  - What did this activity tell us about the conflicts that developed during the Cold War?
  - Was each conflict more the fault of the United States, the U.S.S.R., or were both nations equally to blame?
  - To what degree was each Cold War conflict a victory for the United States? for the Soviet Union? a standoff?
  - How effective was the United States policy of containment in each case?
  - Could each conflict have been avoided? If so, how?

- Distribute Worksheet 10D, "The Nuclear Threat." Have students read each selection, complete the exercises, and explain their answers to the following questions:
  - What do these selections tell us about the impact of the nuclear arms race on the American people?
  - How did the Soviet Union's exploding its first atomic bomb in 1949 affect Americans?
  - How would you have felt in the 1950s as you read the booklet, "You and the Atomic Bomb"?
  - Would the advice given in this booklet have saved lives? Explain.
  - Were the actions taken by Samantha Smith to further the cause of world peace effective? Or was Samantha just a youthful idealist? Explain.
  - Can your actions today have an impact on world affairs? Why or why not?

FOLLOW-UP ACTIVITIES

Students can:

- Explain the role of NATO today—in the post-Cold War era.
- Interview veterans of the Korean War for their memories of that conflict.
- Research and report on recent agreements between the United States and the former Soviet Union to limit nuclear arsenals.
- Tell the story of President Truman's firing of General MacArthur during the Korean conflict.

WORKSHEET 10A

Containment

The Journal

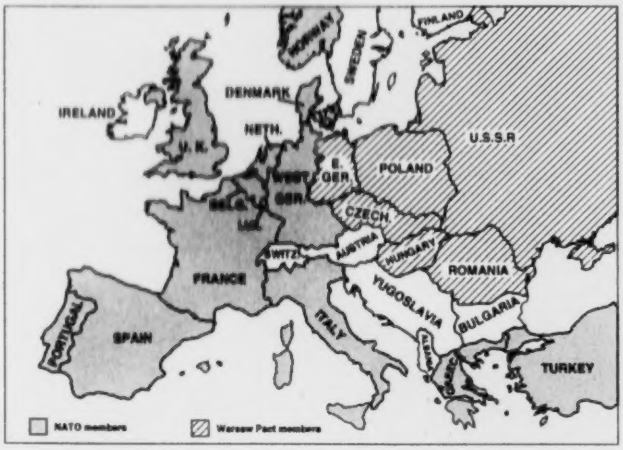
1945-1948

UNITED STATES AND ITS ALLIES TRY TO "CONTAIN" COMMUNISM

TRUMAN DOCTRINE ANNOUNCED 1947

In response to the threat of a communist takeover in Greece and Turkey, President Truman has made the following statement: Our way of life is based upon the will of the majority. It is marked by representative government, free elections, freedom of speech and religion, and freedom from political oppression. The Communist way of life is based upon the will of a minority, imposed upon the majority by force. It relies upon terror and oppression. It controls the press and radio, fixes elections, and suppresses personal freedoms. I believe that the United States must support free people when they are threatened. I believe that our help should be primarily through economic aid. The seeds of dictatorships are fed by misery and want. They spread and grow in the evil soil of poverty and conflict. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive....

Adapted from the Congressional Record, 80th Congress, 1st Session, 1947.



MARSHALL PLAN ESTABLISHED 1948

United States Secretary of State George Marshall has announced a huge program ($12 billion) of economic aid for Western Europe: I need not say that the world situation is very serious. The entire European economy has been upset by World War II. The truth of the matter is that Europe has great needs for the next three or four years. It requires great quantities of foreign food and other essential products–principally from America. These needs are much greater than Europe's present ability to pay. She must have a great deal of additional help, or face heavy economic, social, and political damage. This would have a harmful effect on the world at large. There are the possibilities of disturbances because of the desperation of the people.

The effects on the economy of the United States should be clear to all. So the United States should do whatever it can to help restore normal economic health to the world. Without this, there can be no political stability or peace.

NATO IS FORMED 1948

The United States, Canada, and ten Western European nations have formed the North Atlantic Treaty Organization. They agree that an armed attack against one of them shall be considered an attack against them all. They pledge to come to the defense of the attacked country. (In response, the Soviet Union and its Eastern European satellites formed their own defensive alliance, the Warsaw Pact, in 1955.)

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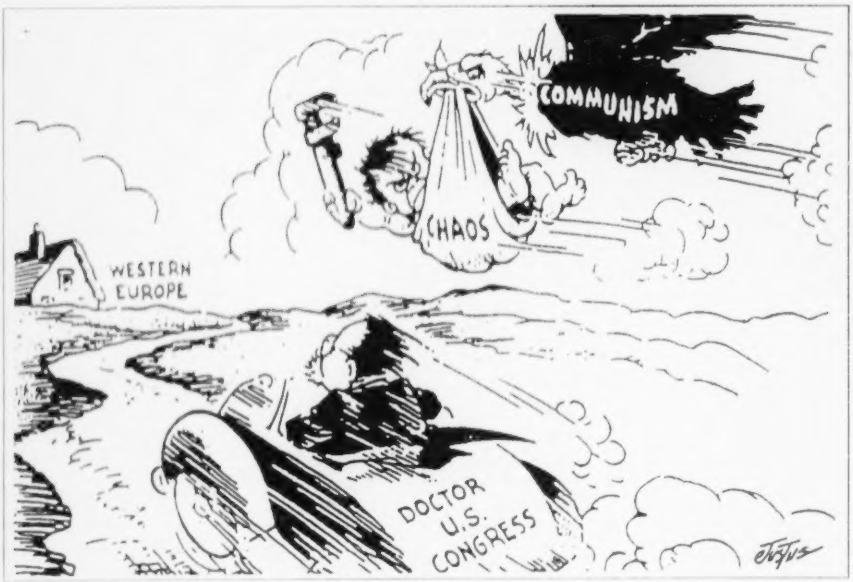
Step on it, Doc!



Roy Justus, *The Minneapolis Star*, 1947. Reprinted by permission of the *Minneapolis Star Tribune*.

EXERCISE

Answer the following questions about the above cartoon.

- What is the bird? What is the bird carrying? ______________________

  ____

- Who is driving the car? ______________________

  ____

- Where are the bird and the person in the car racing to? ______________________

  ____

- What is the cartoon's caption? ______________________

  ____

- What is the cartoonist's message? ______________________

  ____

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WORKSHEET 10B

Some Cold War Conflicts

BERLIN BLOCKADE (1948-49)

Under Stalin, the Soviet Union tried to drive the Western Allies out of Berlin by blockading the roads, rails, and canals between Berlin and the three Western zones of Germany. To thwart this Berlin Blockade the Allies resorted to an airlift. For almost a year the airlift supplied more than two million West Berliners with food, medicine, and other necessities. The Soviet Union could have stopped the airlift by downing Allied planes but was unwilling to risk starting an all-out war. The Soviets therefore abandoned the blockade.

CHINA (1945-49)

Chiang Kai-shek, the Nationalist Chinese leader, had been at war off and on since the 1930s with the Chinese Communists led by Mao Zedong. The United States provided Chiang with extensive economic and military support. The Soviets backed Mao. More important than Soviet support, however, was the support of the Chinese peasants which Mao obtained by promising them land. With the peasants behind them, the Chinese Communists gained the upper hand. In late 1949 Chiang was forced to leave the Chinese mainland for Taiwan, about 130 miles east of mainland China. On Taiwan, Chiang set up the Nationalist Chinese government in exile. The United States responded to Mao's victory by refusing to recognize his Communist government in "Red China" and claiming that the Nationalists on Taiwan were still the legal rulers of China.

KOREAN WAR (1950-1953)

At the end of World War II the former Japanese colony of Korea was divided into Soviet and American zones of occupation pending independence. In 1948 a U.N. commission to unify Korea held elections in United States–occupied South Korea but was denied admission into Soviet occupied North Korea. The U.N. was unable to unite the country.

In 1950, when the North Korean Communists invaded South Korea, the Security Council (with the U.S.S.R. absent) called upon the invaders to withdraw and, when that request was ignored, asked United Nations members to provide military aid to South Korea. Sixteen nations sent troops to create the first United Nations army. It was headed by an American general and consisted chiefly of South Koreans and Americans. In early 1951, after Communist Chinese forces entered the Korean War, the General Assembly declared Red China guilty of aggression. In mid-1951 the U.N. command began negotiations with the Communists and, in 1953, achieved a truce. Korea remains a divided nation.

THE CONGO (1960-1965)

When the Congo (today Zaire), a former Belgian colony, became independent in June 1960, pro-Communist and pro-Western groups battled for control of the government. The problem grew worse when the mineral-rich Katanga province seceded from the newly formed nation. In response to an appeal by the Congo government, the U.N sent troops from African and Asian nations to police the troubled country.

In 1961 a new crisis developed when Patrice Lumumba, leader of the pro-Communist faction, was assassinated. Soviet Premier Khrushchev, who believed the United Nations was pro-Western, demanded withdrawal of all United Nations troops and threatened to intervene. President Kennedy warned that the United States would defend the U.N. operation. With firm United States backing, the United Nations continued its difficult peace-making operation in the Congo. By 1965 the fighting ended and Katanga province rejoined the nation.

BAY OF PIGS INVASION (1961)

The Bay of Pigs invasion of April 1961 was an unsuccessful attempt by about 1,500 Cuban exiles, organized and financed by the United States Central Intelligence Agency (CIA), to topple the Soviet-supported Communist government of Fidel Castro in Cuba. In March 1960 President Dwight D. Eisenhower had approved a CIA plan to train the exiles for an invasion of Cuba, and by autumn they received military instruction in Guatemala. Eisenhower insisted that he would approve of American air-support for the invasion only if the CIA could prove Cuban citizens on the island would support such an invasion.

When John F. Kennedy succeeded Eisenhower in January 1961, he allowed the invasion to proceed. The exiles landed at the Bay of Pigs, on Cuba's southwest coast, on April 17, 1961. The operation was a disaster for three reasons: News of the attack had leaked out in advance and Castro's forces were on hand to repel the invaders; Kennedy had decided not to provide United States air support for the invaders; and there was no mass support for the invaders by the Cubans on the island.

WORKSHEET 10C

Conflict Analysis Chart

Cold War Conflict	Time and Place	Nations Involved	Causes	Results
Berlin blockade				
China				
Korean War				
Congo crisis				
Bay of Pigs				

Signatures: ______________________ ______________________

______________________ ______________________

______________________ ______________________

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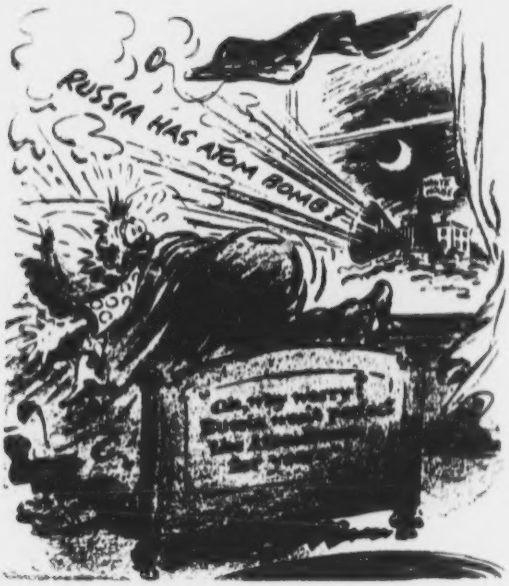
WORKSHEET 10D

The Nuclear Threat

SELECTION 1

Rude Awakening



"Oh why worry? Russia won't perfect the Atom Bomb for years."
Shoemaker, *Chicago Daily News*

EXERCISE

- Why is the caption on the bed?

____

- Who does the individual in the bed represent?

____

- What announcement is the President making?

____

- What does the cartoon's title mean?

____

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SELECTION 2

The information below was contained in a small booklet, "You and the Atomic Bomb," which was distributed to the American public by *Life Magazine* during the 1950s:

Ball of fire one second after burst.

Crouch behind a tree. Turn away from the blast and cover exposed skin.

Dash into doorway. If wheeling a carriage, cover yourself and baby with blanket.

What To Do In An Air Raid

A radar network and a force of volunteer airplane spotters is being established to detect a possible enemy attack. If enemy raiders are sighted, air raid sirens will be sounded. But we must also consider the possibility that the enemy will be able to evade our defenses and deliver a bomb before a warning can be sounded.

Sneak Attack: In case of a sneak attack, there are several things you can do to protect yourself, even though you may not be able to reach shelter.

The blinding flash of the explosion will be your first warning. If you are in the open, immediately fall to the ground face down next to a building wall, if possible, so you will be shielded from falling brick and stones. Close your eyes and cover your face, neck and arms. This will give you some protection against the deadly radiation and scorching heat.

If you are on the street, dodge into a doorway if it is not more than a step or two away. Stand to one side under the arch of the door. Turn away from the flash and cover your face and other exposed areas of the body.

If you are in the house, crawl under a bed or table or drop behind a sofa or any other large object which can protect you from flying glass. Keep out of line with windows. Cover up.

Air Raid Warnings: When enemy planes are spotted coming toward your city, the sirens will blow a rising and falling signal for three minutes. This is the only warning....

SELECTION 3

In 1982 a ten-year-old American girl named Samantha Smith, afraid that the United States and the U.S.S.R. would go to war, wrote the following letter to Yuri Andropov, the man who had just become the new Soviet leader. The letter was published in *Pravda*, the Soviet newspaper and Andropov invited Samantha to visit his country.

> **Dear Mr. Andropov:**
>
> **My name is Samantha Smith. I am ten years old. Congratulations on your new job. I have been worrying about Russia and the United States getting into a nuclear war. Are you going to vote to have a war or not? If you aren't please tell me how you are going to help to not have a war. This question you do not have to answer, but I would like to know why you want to conquer the world or at least our country. God made the world for us to live together in peace and not to fight.**
>
> **Sincerely,**
>
> **Samantha Smith**

POSTSCRIPT

When Samantha got home from the U.S.S.R., she wrote:

> **"The (Soviet) kids had a lot of questions about America—especially about clothes and music. They were all interested in how I lived and sometimes at night we talked about peace, but it didn't really seem necessary because none of them hated America, and none of them ever wanted a war.... It seemed strange to even talk about war when we all got along so well together. I guess that's what I came to find out. I mean, if we could be friends by just getting to know each other better, then what are our countries really arguing about? Nothing could be more important than not having a war if a war would kill everything. That's the way it seems to me."**

In 1985, on her way home from taping a TV program in England, Samantha and her father were killed when their plane crashed.

(Words of Samantha Smith excerpted from Lisa Belcher Hamilton, "Samantha Smith Took Action," in *Cobblestone* magazine Vol. 10 No. 1, January 1989.)

EXERCISE

Choose any year during the Cold War (1945-1991). As an American student at that time, write a letter to the Soviet Premier, or to the President of the United States expressing your feelings about world peace.

Date: ______________________________

Dear: ______________________________

I am writing to you because I believe in world peace. ______________________________

____

____

____

____

Sincerely,

____

UNIT TEN: THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITIES

Learning Activity 11

How was the Cold War waged at home in the United States?

THEME

Contributions

BACKGROUND

Americans' fear of Communism during the Cold War led to efforts to contain it, not only abroad, but at home as well. Many nervous citizens feared that Communist spies, employed by Moscow, were undermining the government and treacherously misdirecting United States foreign policy.

In 1947 President Truman launched a massive "loyalty" program. By the end of 1951 more than three million federal employees had been investigated and cleared, 2,000 had resigned, and 212 had been fired as "security risks." Meanwhile, in 1948 the FBI and the Department of Justice began an intensive investigation of Communist activity in the United States. Before the year ended, 11 Communist leaders had been indicted under the Smith Act, tried, and sentenced to prison. Under the Internal Security Act of 1950 (the McCarran Act), all Communist organizations in the United States were required to file their membership lists as well as statements of their financial operations with the Attorney General's office.

In the early 1950s three events brought about heightened concerns about internal security: revelations that American atomic secrets had been given to the Soviet Union, the victory of the Communists in China, and the outbreak of the war in Korea. It was under these circumstances that Senator Joseph McCarthy of Wisconsin began to charge high government officials of sympathy with Communism. In 1951 he attacked the illustrious military leader and statesman General George C. Marshall, accusing him of conspiracy against the government. In his relentless hunt for Communists, McCarthy was joined by large numbers of private citizens. Actors, writers, educators, and other individuals were investigated and accused of Communist affiliations or sympathy toward Communist goals. Many Americans praised McCarthy for his patriotism. Others criticized him for reckless disregard of constitutional rights. McCarthy was at the peak of his influence in 1954 when he finally went too far. The nominal end of the Korean War partly cooled the feverish atmosphere in which McCarthy had thrived. When he began to look for Communists in the U.S. Army, the embattled military men fought back in thirty-five days of televised hearings in the spring of 1954. Up to 20 million Americans at a time watched as a boorish, surly McCarthy publicly cut his own throat by parading his essential meanness and irresponsibility. A few months later the Senate formally condemned him for "conduct unbecoming a member."

Three years later McCarthy died. But "McCarthyism" has passed into the English language as a label for the forces of unfairness and fear that a democratic society can unleash at its peril.

MAJOR IDEAS

- During the Cold War, Americans' fear of Communism led to efforts to "contain" it at home as well as abroad.
- Tensions between patriotic loyalty and the right to dissent are intensified during times of crisis or stress in foreign policy.

CONCEPTS

- Human Rights
- Justice
- Political System

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the rise of McCarthyism during the 1950s.
- Describe the impact of McCarthyism on life in the United States.
- Assess the threat that McCarthyism posed to United States constitutional freedoms.

DEVELOPMENT

- Distribute Worksheet 11A, "Cold War at Home and Abroad." Have students read it, complete the exercise, and explain their answers to the following questions:
  - — What do these time lines tell us about the Cold War abroad and at home?
  - — How do "International Events" help explain the "Cold War At Home"?
  - — How do you account for the rise of Senator Joseph McCarthy to national prominence in the early 1950s? Why was McCarthy able to continue his "hunt" for Communists in the United States at that time?
  - — If you were living in the United States in 1950, how would you have reacted to Senator McCarthy?
  - — How do you explain the fact that in 1954 McCarthy was discredited?
- Divide the class into groups of four students each. Give each student in a group one of the following worksheets: Worksheet 11B, "Senator McCarthy on Conspiracy and Betrayal"; Worksheet 11C, "Senator Margaret Chase Smith Condemns McCarthyism"; Worksheet 11D, "A Father Remembered"; and Worksheet 11E, "Paul Robeson Under Attack." Instruct students to read their assigned selection and share with others in their group. Assign each group to work together to prepare one of the following:
  - — a Senate hearing on the activities of Joseph McCarthy.
  - — a newspaper article on "The Cold War At Home," incorporating information from all of the selections.
  - — a panel discussion among the four individuals featured: Senator McCarthy, Senator Chase-Smith, Paul Robeson, Bartley Crum.
  - — a poster or series of posters that might have been used at a pro- or anti-McCarthy rally.
  - — televised "You Are There" interviews with the four individuals.
- Have each group make its assigned presentation. Finally, have students explain their answers to the following questions:
  - — What do we learn from these selections about the Cold War at home?
  - — How do you react to Senator McCarthy's charges of conspiracy and betrayal at high levels of the United States government?
  - — How did Senator Margaret Chase Smith respond to Senator McCarthy's charges?
  - — What was the impact of the Hollywood blacklist on Bartley Crum?
  - — How was Paul Robeson affected by the "hunt" for Communists in the 1940s and 1950s?
  - — How justified were efforts during the Cold War to identify and root out Communists and Communist sympathizers in the United States?
  - — Should free speech and freedom of assembly be limited under certain political conditions? Why or why not?
  - — If you had lived in the United States in 1950, would you have taken a stand against McCarthyism? Explain.

FOLLOW-UP ACTIVITIES

Students can:

- Role-play a Congressional hearing chaired by Senator Joseph McCarthy to investigate Communists in the United States government.
- Read a biography of Paul Robeson.
- Research and report on the case of Julius and Ethel Rosenberg. Stage their trial.
- Debate the question, "Can McCarthyism sweep the country again?"

WORKSHEET 11A

Cold War at Home and Abroad

The time line at left shows Cold War-related events that occurred in the United States. The time-line on the right shows international events that were happening at the same time.

Cold War At Home	**International Events**
	1935 In Spain, fascist forces, backed by Hitler and Mussolini, fight Loyalist government, backed by Stalin. U.S. government takes neutral position.
1938 House of Representatives forms Committee on Un-American Activities to investigate "subversion."	**1938** World on brink of war as fascists in Germany, Italy, and Japan continue their aggression.
	1939 World War II breaks out. When Hitler attacks Soviet Union in 1941, they join Allies.
1940 Congress passes Smith Act making it illegal to advocate overthrow of the government by force.	
	1941 U.S. enters World War II.
	1945 U.S. drops atomic bomb on Japan. World War II ends. Soviets take over Eastern Europe. "Cold War" begins.
1947 President Truman begins "loyalty" program. Loyalty Review Board investigates federal employees, over 2,000 of whom resign or are dismissed, none under formal indictment.	
1948 Alger Hiss, prominent ex-New Dealer, accused of being a Communist agent in 1930s. Hiss denies everything but is convicted of perjury and sentenced to five years in prison.	
	1949 China falls to Communist forces. Soviet Union explodes its first atomic bomb.
1950 Senator Joseph R. McCarthy charges there are scores of known Communists in U.S. State Department. He is unable to prove his accusation.	**1950** Cold War turns "hot" when American troops sent to repel Communist North Korea's attack on South Korea.
1950 President Truman vetoes McCarran Bill which would allow the president to arrest suspicious persons during an "internal security emergency." Congress passes law over Truman's veto.	

Cold War At Home	International Events
1951 Julius and Ethel Rosenberg convicted of leaking atomic secrets to Russians. (Went to electric chair in 1953.)	
1953 Senator McCarthy continues "hunt" for Communists. High government officials are accused of sympathy with Communism. Actors, writers, and educators are investigated and accused.	
1954 In televised hearings, McCarthy charges U.S. army with communist sympathies. Army fights back and Senator McCarthy is discredited.	**1954** Korean War ends in a stalemate. The country remains divided between north and south.

EXERCISE

Some events that occurred at home in the United States during the Cold War period were the *result* of international events happening at the same time. In the space provided below, write two such domestic, or "at home," events and next to each write an international *cause* for that event.

Domestic (at home) Events	International Cause(s)
1.	1.
2.	2.

WORKSHEET 11B

Senator McCarthy on Conspiracy and Betrayal

The excerpts below are from the speeches Senator Joseph McCarthy delivered in the U.S. Senate in 1950.

TODAY WE ARE engaged in a final, all-out battle between communistic atheism and Christianity....

The reason why we find ourselves in this position is not because our only powerful enemy has sent men to invade our shores, but rather because of the traitorous actions of those who have been treated so well by this Nation. It has not been the less fortunate who have been selling this Nation out, but rather those who have had all the benefits that the wealthiest nation on earth has had to offer—the finest homes, the finest college education, and the finest jobs in Government we can give.

The first question which occurred to me was: Why do the men who are attempting to betray us act thus? The question is: Do they do that because they honestly think it would be good for us to have an unfriendly China or is it because their loyalties are other than with America? In other words, are their actions the result of treachery or incompetence? I decided then it was a combination of the two, plus, in some cases, opportunism.

In searching for the answer to why there are traitors high in this Government, it must be remembered that communism has already the equivalent of three Communist military divisions in this country. The authority for this statement is none other than our Director of the Federal Bureau of Investigation, J. Edgar Hoover. He estimates the number of Communists in this country to be around 55,000.

Remember when J. Edgar Hoover says that there are 55,000 actual active members of the Communist Party in this country, he is not indulging in any speculation or guesswork. And remember, too, that for each of the sworn party members of the three Communist divisions, there are at least 10 camp followers with varying degrees of loyalty to the party. Those camp followers in the press, radio, and motion pictures have done deadly damage to this nation in aiding the conspiracy of the three active Communist divisions at work in America....

Joseph McCarthy, *Major Speeches and Debates of Senator Joe McCarthy Delivered in the United States Senate, 1950-1951* (Washington, D.C.: U.S. Government Printing Office, 1951.)

WORKSHEET 11C

Senator Margaret Chase Smith Condemns McCarthyism

On June 1, 1950, Senator Margaret Chase Smith, a Republican from Maine, was the first to speak out in the Senate against McCarthyism. Below is an excerpt from her speech:

> **I THINK IT IS** high time that we [Senators] remembered that we have sworn to uphold and defend the Constitution. I think it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech but also of trial by jury instead of trial by accusation.
>
> Whether it be a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.
>
> Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism—
>
> The right to criticize.
>
> The right to hold unpopular beliefs.
>
> The right to protest.
>
> The right of independent thought.
>
> The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know some one who holds unpopular beliefs. Who of us does not?
>
> Otherwise none of us could call our souls our own. Otherwise thought control would have set in.
>
> The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as Communists or Fascists by their opponents. Freedom of speech is not what it used to be in America.

WORKSHEET 11D

A Father Remembered

In the excerpt below, Patricia Bosworth, having just viewed "Hollywood on Trial," a documentary on the House Un-American Affairs Committee's investigation of the film industry in 1947, recalls her own father's involvement as one of the lawyers for the "Hollywood 19."

MY FATHER WAS ONE of six lawyers for the "19." His name was Bartley Crum, and he was well known in his day. He saw the fight against HUAC as a chance to test the powers of the Constitution, and the idea excited him.

If you see "Hollywood on Trial," you can watch my father be gaveled down time and time again as he and his co-counsel Robert Kenny try to prove that HUAC was indeed unconstitutional. They are not allowed to complete a sentence.

During the four tumultuous days when some of the "Unfriendly 19" were on the stand, the hearings were turned into a virtual trial, with the committee acting as prosecutor, judge and jury. My father and Kenny were denied the right to cross-examine so-called friendly witnesses about their clients, and their clients were not allowed to make personal statements—a right that had earlier been accorded friendly witnesses like Ronald Reagan, the president of the Screen Actors Guild.

Ultimately 10 of the 19 were called to testify, but they all refused to answer what would become the legendary question: "Are you now or have you ever been a member of the Communist Party?" They were cited for contempt by Congress and eventually sentenced to prison.

In November of 1947 Eric Johnson, president of the Motion Picture Association of America, announced that henceforth "no Communists or subversives will willingly be employed in Hollywood." As a result of this ultimatum, more than 250 actors, writers and directors were officially blacklisted, among them Edward Dmytryk, the director, and the producer Adrian Scott, two of the Hollywood 10 who were my father's personal clients.

Meanwhile, the cold war had started; the anti-communist crusade had escalated, and President Truman had instigated a loyalty program. The anti-Communist purge can only be understood by the climate of fear that accompanied it, fear that the Soviet Union was the supreme threat to Americanism.

My father's name was linked to the Attorney General's list of "subversive" organizations, including the Joint Anti-Fascist Refugee Committee, which he belonged to and which was supposedly "riddled with Communists." Our phones were tapped, and we were put under surveillance by the F.B.I.

In 1948, after we moved to Manhattan, my father briefly ran the left-wing newspaper P.M. But the effort failed, and in 1949 he returned to practicing law, occasionally advising blacklisted artists and performers. Often, when we least expected it, Paul Robeson or John Garfield would show up in our living room. The anguish that pursued them overwhelmed my mother, my brother and me.

By 1953, my father had been informed on, too, by witnesses who described him not only as a "card-carrying Communist" but also "a powerful Jewish lawyer." The fact was, he had never been a member of the Communist Party. He was an Irish Catholic and a self-described "independent progressive."

One afternoon in the midst of this lunacy, we dropped by P.J. Clark's for a hamburger. Suddenly my father was called away to a pay phone near the bar. When he returned, he was shaking. "Jesus God—that was J. Edgar Hoover telling me my passport is being taken away, and I have to go to Washington to answer questions, or I won't get it back."

The next week my father met with the F.B.I. in Washington. He never told us what happened. We only knew that one thing he's been most condemned for was raising money to send milk to Spanish refugee babies.

Soon after that incident my brother and I were sent away to school—our tuition money borrowed from some mysterious source. It was around that time that we seemed to stop functioning as a family. It was as if we were frozen in time—we no longer experienced anything personal together. The blacklist had driven an invisible wedge between us.

My father got his passport back; he continued practicing law very quietly in New York, taking only apolitical clients. When we saw him, he tried to be cheerful, but more often he was edgy and depressed. We never discussed what the blacklist had done to him or his friends. Essentially, the blacklist was a conspiracy of silence; explanations were never given, never asked for.

In 1959, my father committed suicide.

The New York Times, September 27, 1992, Section 2, pp. 1, 22-23

WORKSHEET 11E

Paul Robeson Under Attack

NEWS**PEOPLE** MAGAZINE

SPECIAL EDITION: PAUL ROBESON

PAUL ROBESON was an African American, the son of a runaway slave who became a minister in Princeton, NJ. Paul Robeson was truly multi-talented: he was an All-American football player at Rutgers University in New Jersey in the 1910s, a lawyer in New York City during the 1920s, a world famous singer and star of stage and movies, and a political activist for human rights. He also studied the ideas of Karl Marx and agreed with many of the ideas of communism.

During the 1930s, Paul Robeson began to campaign against the rise of fascism and nazism in Europe. He traveled to Spain and sang and spoke in support of people fighting against fascism and dictatorship. In the United States he gave concerts in support of voter registration drives, labor unions and American involvement in World War II.

Because of his beliefs in human brotherhood and his support for communist ideas, Paul Robeson spoke out against U.S. anti-communism and the Cold War in the 1940s and 1950s. He was attacked as a "Red" in the news-papers, and in August 1949 he was prevented from performing at a concert in Peekskill, New York. In September 1949 he did perform, but after the concert an anti-communist mob attacked the audience as it was leaving. In 1950 the United States government took away Paul Robeson's passport so that he could not travel out of the country. Meanwhile, he was black-listed in the United States and unable to perform on stage or in movies. He supported himself during this period by giving concerts in African-American churches and for labor union supporters.

The Bettman Archive

Although he was not a member of the Communist Party, Paul Robeson defended the rights of communists. He was sub-poenaed to testify before a Congressional committee investigating communism in the United States but refused on constitutional grounds to answer their questions.

Statements by Robeson

1946. Asked by the Joint Fact-Finding Committee on Un-American Activities in California, "Are you a member of the Communist Party?" Robeson replied: "As far as I know, the Communist Party is a very legal one in the United States. I sort of characterize myself as an anti-fascist and independent. If I wanted to join any party, I could just as conceivably join the Communist Party, more so today, than I could join the Republican or Democratic Party. But I am not a Communist."

1948. Testifying before a Senate committee and asked if he was a Communist, Robeson replied: "The question has become the very basis of the struggle for civil liberties. Nineteen men are about to go to jail for refusing to answer it. I am prepared to join them. I refuse to answer it."

1956. Called before the House Un-American Activities Committee, and asked about his trips to Russia and statements he's made defending Russia, Robeson answered: "I would say in Russia I felt for the first time like a full human being, and no colored prejudice like in Mississippi and no colored prejudice like in Washington and it was the first time I felt like a human being, where I did not feel the pressure of color as I feel in this committee today."

Reprinted with permission of Mari Jo Buhle, Paul Buhle and Dan Georgakas, eds., *Encyclopedia of the American Left* (New York and London: Garland Publishing, Inc., 1990). Adapted from pp. 654-656.

Learning Activity 12

How vital is the Middle East to United States interests?

THEMES

Contributions; Culture/Diversity

BACKGROUND

The most volatile region of the world in the period following World War II has been the Middle East, where the conflict between Israel and its Arab neighbors threatened several times to involve the United States and the Soviet Union in direct confrontation. Both superpowers sought to gain influence in this area—vital because of its strategic location and its extensive oil resources. The United States has been a major military supporter of Israel, the region's only democracy, while the Soviet Union generally supported Israel's opponents, especially Syria.

The first war between Israel and its Arab neighbors was in 1948, when the United Nations partitioned what was at that time the British "mandate" of Palestine into a Jewish state and an Arab state. The Arabs rejected the United Nations plan, refused to recognize the new state of Israel, and immediately launched an attack. Many Arab Palestinians became refugees in the aftermath of the 1948 war. They have claimed that the land Israel occupied—both the territory within Israel's original boundaries and the territory Israel seized in 1967 in the Six Day War—is Palestine, their ancestral home.

Many Arab leaders believed that a Jewish state in Israel was a means on the part of Europeans to control Arab lands. Jews, on the other hand, claimed the land of Israel as their original birthplace from which they were forcibly dispersed centuries before Arabs conquered and settled in the region. The Nazi Holocaust, the most tragic episode in a long history of diaspora suffering, strengthened Jewish resolve to establish their long-sought homeland, the only place on earth, many Jews believed, where they could live with security. Since the end of World War II, war has erupted in the Middle East in 1948, 1956, 1967, 1973, 1982, and in 1991.

The 1973 Yom Kippur War marked a turning point in American policy in the Middle East. In retaliation against the United States for its support for Israel in the war, the Organization of Petroleum Exporting Countries, or OPEC, organized a boycott of Arab oil shipped to the United States. Thus deprived of Arab oil, the United States recognized its dependency on the Arabs. While the United States remained committed to the existence of Israel, it was now concerned about its relations with the Arab nations.

Changes in United States Middle Eastern policy also were evidenced in the 1991 Persian Gulf War when several Arab nations joined with the United States to repel Iraq's invasion of Kuwait. Furthermore, the United States was instrumental in negotiations that led in September 1993 to an agreement between Israel and the Palestine Liberation Organization on self-rule for roughly 1.8 million Palestinian Arabs in the Israeli-occupied West Bank and Gaza Strip.

MAJOR IDEA

- Competition for SCARCE resources and/or strategic locations often leads to conflict.

CONCEPTS

- Interdependence
- Political System
- Scarcity

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain reasons for United States and U.S.S.R. interest in the Middle East.
- Analyze the role of the U.S. in the region's military conflicts (Arab-Israeli conflicts; Persian Gulf).
- Assess the importance of the Middle East to United States interests.

DEVELOPMENT

- Distribute Worksheet 12A, "A Vital Region." Have students read it, examine the photo, map, and charts; complete the exercises; and explain their answers to the following questions:
  - — What reasons are suggested here for U.S. interest in the Middle East?
  - — To what extent is the U.S. dependent on foreign oil? on Middle Eastern oil?
  - — How did OPEC nations punish the United States for siding with Israel in the 1973 war?
  - — Why would the United States have wanted to "balance" Soviet influence in this region in the post-World War II era? Explain.
  - — How is the Middle East's location as a crossroads between three continents a strategic one?
  - — Has the United States learned its lesson and become less oil dependent since 1974? Explain.
- Distribute Worksheet 12B, "The Arab-Israeli Conflict." Have two students enact the dialogue, as the rest of the class reads along. Have the class complete the exercise and then explain their answers to the following questions:
  - — What does this dialogue tell us about the conflict between Israel and its Arab neighbors?
  - — Why were the Arabs opposed to the existence of Israel?
  - — How do the Israelis justify their right to a homeland in the Middle East?
  - — Why do you suppose the Arab-Israeli conflict became a "pressure point" in the Cold War? Explain.
- Distribute Worksheet 12C, "Hot Line Saves the Day." Have students read it and explain their answers to the following questions:
  - — What story does this tell about the United States and the Soviet Union during the 1967 Middle East war?
  - — How did the United States and the Soviet Union almost get drawn into the war of 1967?
  - — What do you think might have happened between the United States and the Soviet Union if the hot line had not been available? Explain.
- Distribute Worksheet 12D, "President Bush on the 1991 Gulf War." Have students read it, complete the exercise, and explain their answers to the following questions:
  - — According to President Bush, why did the United States send troops to the Persian Gulf in 1991?
  - — Were these valid reasons for sending Americans into combat? Why or why not?
  - — The United States gained new influence among the Arab nations (Saudi Arabia, Egypt, and Syria) that joined the coalition on the American side. Do you think this new influence can be used to arrange a settlement of the Arab-Israeli dispute? Why or why not?
- Distribute Worksheet 12E, "Desert Storm Hero." Have students read it, complete the exercise, and explain their answers to the following questions:
  - — What story is told here about Troy Gregory?
  - — How did Troy Gregory feel about being a Marine? about being sent to the Persian Gulf?
  - — How did the gravely wounded Corporal Gregory react when he met his friend La Civita at the aid station?
  - — Was the defeat of Iraq worth the cost in American lives? Why or why not?

FOLLOW-UP ACTIVITIES

Students can:

- Mount a campaign in the neighborhood to educate people about the dangers of overdependence on foreign oil and to encourage energy conservation.
- Use newspapers and magazines to research and report on the most recent developments regarding the relationship between Israel and its Arab neighbors.
- Update the story of Iraq, assessing the degree to which that nation still poses a threat to peace in the region.

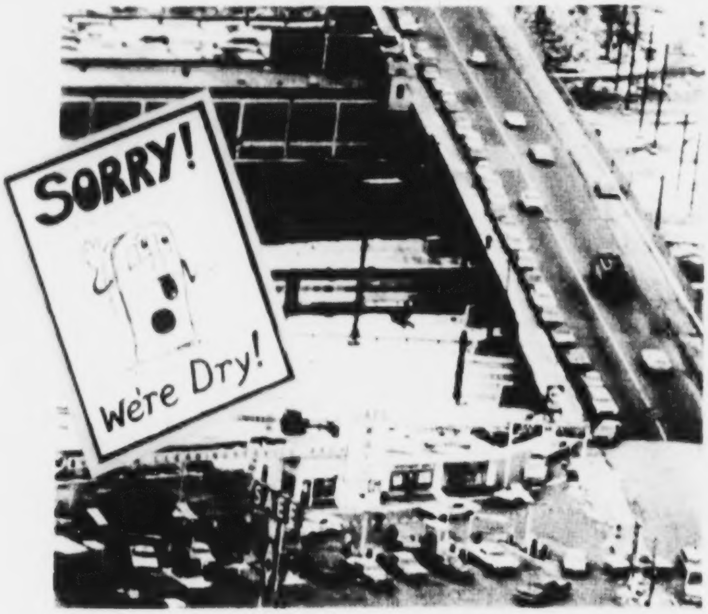
WORKSHEET 12A

A Vital Region

Examine each of the sources below and answer the questions that follow:

SELECTION A

In 1973, in the middle of a war between Israel and several Arab nations, the Organization of Petroleum Exporting Countries (OPEC) announced that its members would ship no oil to nations supporting Israel. This action, known as the Arab oil embargo, affected the United States and most of Western Europe. At about the same time, OPEC nations agreed to quadruple their prices. The photo below shows the impact of these decisions across the United States.



The Bettman Archive

1. What does the photograph show? ______________________________

____

2. Why would filling station managers use amusing ways to say "No Gas Today"? _____

____

3. As an American motorist in 1973, how would you have reacted to the Arab oil embargo? ______________________________

____

SELECTION B

The chart below shows United States oil imports from Arab nations that are members of OPEC (Algeria, Iraq, Kuwait, Libya, Qatar, Saudi Arabia, and the United Arab Emirates). The numbers show thousands of barrels of oil imported from these countries every day.

U.S. IMPORTS OF OPEC OIL

Year	Barrels of Oil/Day
1965	324,000
1970	196,000
1975	1,383,000
1980	2,373,000
1985	472,000

Annual Energy Review, U.S. Department of Energy, 1988

1. How many thousand barrels of oil did the United States import from Arab OPEC nations on an average day in 1970? ____________________

2. In which year did the U.S. import the greatest amount of oil from OPEC nations?

____

3. What kinds of events would influence the figures shown on this chart? ____________

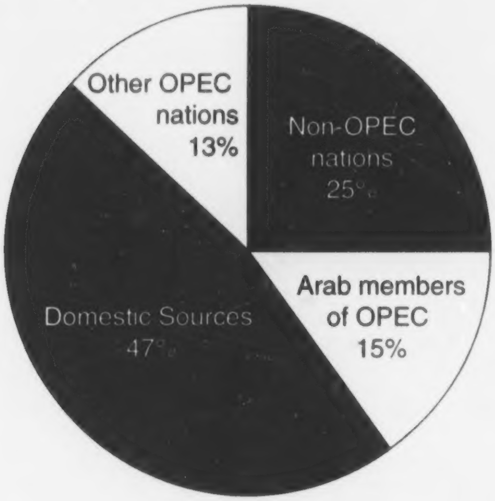
____

____

____

SELECTION C

Sources of Oil Used in the United States, 1988



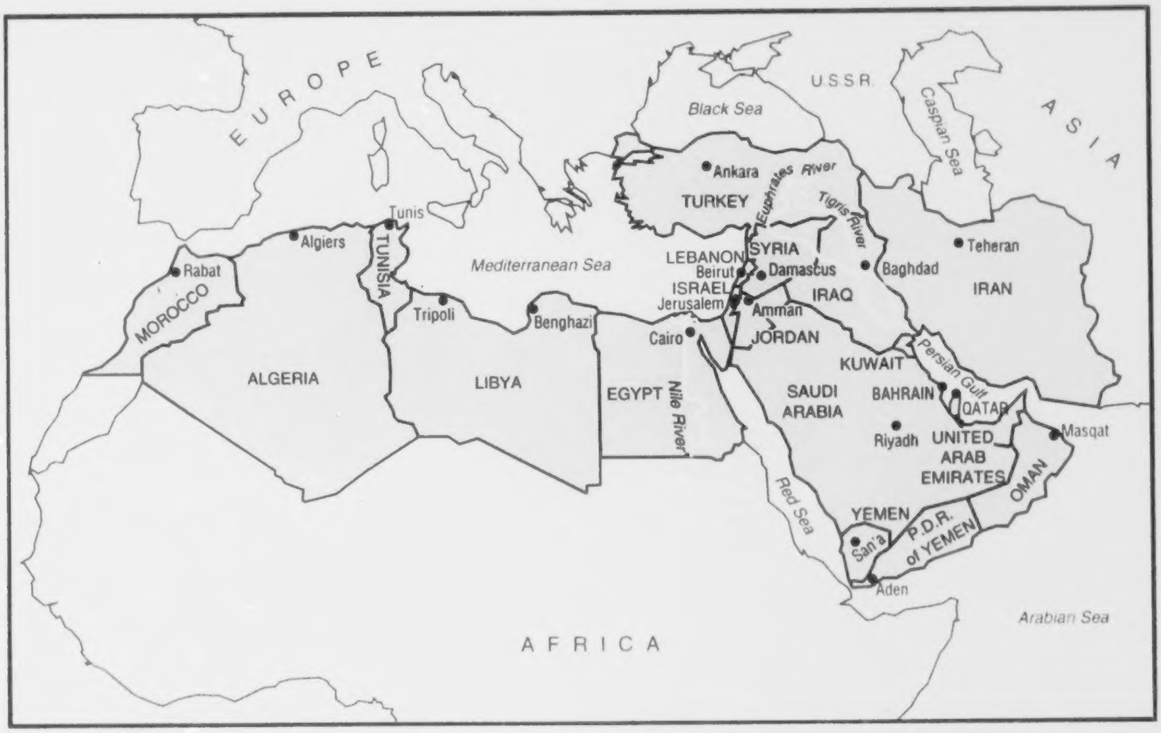
1. How much of its oil does the United States import from other nations? ____________

2. What percentage of oil used in the United States is imported from non-OPEC nations?

   ____

3. What percentage of oil used in the United States is imported from Arab nations that are members of OPEC? ________________

SELECTION D



1. The Middle East is the crossroads between which three continents?,

____________________, ____________________, ____________________.

2. Name two waterways in the region that are very important to other nations of the world.

____________________, ____________________.

3. Based on the map alone, why would the U.S.S.R. be very interested in the Middle East?

____

____

4. Based on the map, why would the United States be very interested in this region?

____

____

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WORKSHEET 12B

The Arab-Israeli Conflict

Since the birth of the state of Israel in 1948, the Middle East has been a trouble spot. The dialogue below between two college students can help explain why. Complete the dialogue as you think the two students would.

Place: New York City—a college cafeteria

Time: 1976

Characters: Avram, an Israeli foreign exchange student
Leila, a Syrian foreign exchange student
(They attend one class together, but have until now never spoken.)

Avram: (seeing only one empty seat) May I sit down?

(Leila nods her head)

Avram: Thank you for letting me sit here. We Israelis don't often get such invitations from Arabs.

Leila: Perhaps it's because your people have always treated Arabs unfairly.

Avram: Maybe that's because Israelis have been pushed so many times that I suppose we have a different idea of what is fair.

Leila: Please don't make such innocents of the people of Israel. After all, it was you who pushed your way into the Arab world. And you have taken lands that belonged to Arab people. You Israelis deserve to be pushed into the sea.

Avram: Dear lady, every time you push us you lose more of your lands. We don't want your land. We want peace.

Leila: Wonderful words, and Israel repeats these same words before the United Nations and the world. Yet while Israel speaks of peace, she builds on the Arab lands which she has stolen. And generations of Arabs waste away in the desert.

Avram: We have stolen nothing. It is you who try to steal our land by making wars. This land has belonged to us for centuries . . . And you know that many Arabs live in Israel. They are granted citizenship and even hold seats in our government. Most of them live better in Israel than anywhere else in the Middle East.

Leila: What about the Arabs you have made homeless?

Avram: If the Arab countries are truly concerned about the homeless Arabs, why don't they invite them into their own countries? After all, we Israelis invite Jews from all over the world to live in our country.

Leila: We don't take these Arabs into our countries because we never want to forget that Israel has stolen their homeland! You invite Jews to settle in your country because you need soldiers to fight your wars.

Avram: You don't take the homeless Arabs into your countries because you want to use them as terrorists against Israel. And while it is true that the Arabs greatly outnumber us, we invite Jews to Israel for reasons other than building up our armies.

Leila: I know. You're going to tell me all about the concentration camps.

Avram: Yes, my people crawled out of the world's ghettos to go to Israel. They went from countries that had tortured and chased them. They have risen from the ashes of the concentration camps. After two thousand years of persecution, they have the right to live as free people in a land of their own!

Leila: My homeland is not a homeland for Jews!

Avram: You may be a brilliant student, but you don't know your history. You refuse to understand that all Jews have lived and worked in Israel for thousands of years—some actually; others in their hearts and minds. In recent times we bought diseased swampland from Arab landlords. We paid dearly for this land—not only with money but with sweat and blood. We worked hard and made this once-barren land a showplace for the world. The Bible, our history, and now the United Nations all give us the right to claim this land. And we will not be moved. Never!

Leila: But we are becoming more powerful. Our Arab countries are rich in oil, and we can buy anything we want. The Soviets supply us with tanks, guns, and planes. Our armies are getting stronger. Can you really stop us from pushing you into the sea one day?

Avram: We are not without resources. So long as the Soviets supply you, the Americans will continue to supply us. Besides, your hundreds of millions of people hardly frighten our three million people so long as we have atomic weapons. It has taken too many centuries to reclaim our homeland for us to give it up without a fight.

Leila: And so Arab and Israeli will go on locked together in a struggle to the death .

Avram: Unless we learn to speak to one another.

Leila: What do we have in common to speak about?

Avram: ______________________________

____

____

____

Leila: ______________________________

____

____

____

Henry Abraham and Irwin Pfeffer, *Enjoying World History* (New York: Amsco, 1977), pages 450-453.

WORKSHEET 12C

Hot Line Saves the Day

The article below tells about a crisis between the United States and the U.S.S.R. during the "Six Day War" in 1967.

JUST BEFORE eight o'clock on the morning of June 5, 1967 the telephone rang in my bedroom at the White House. [Secretary of Defense] Bob McNamara was calling with a message never heard before by an American President. "Mr. President," he said, "the hot line is up."

So began the tensest week of Lyndon Johnson's Presidency. It seemed possible to those in the White House that the United States and the Soviet Union would be drawn into war in the Middle East. As Johnson tells the story, the greatest moment of danger came at the very end, as the Israelis were completing their conquest of the Golan Heights [a part of Syria]. Most of the world assumed that the worst was over. [But] without the hot line, perhaps the end would have been different.

At the beginning of the Six-Day War, on the very first morning, the hot line conversations were favorable for superpower cooperation. On Monday, June 5, Premier Kosygin opened the exchange with a message to President Johnson, who reported it in his memoirs as follows:

"Kosygin said that the Russians intended to work for a cease-fire. They hoped we would exert influence on Israel. I replied, in part, that we would use all our influence to bring hostilities to an end. We were pleased the Soviets planned to do the same."

The crunch came on Saturday, June 10. The Israelis were marching into Syria amid rumors they would continue on to take Damascus [the capital]. Could the Soviet Union permit the fall of Syria, its favorite friend in the Middle East? The hot line was up again, and Johnson reports this message:

"Kosygin said 'a very critical moment' had now arrived. He spoke of the possibility of 'independent decision' by Moscow. He foresaw the rise of a 'grave catastrophe' [disaster]. Unless I halted operations within the next few hours, the Soviet Union would take 'necessary actions, including military.'"

Johnson's reaction was to order United States [aircraft] carriers closer to Syria. He told Kosygin over the hot line that "we had been pressing Israel to make the cease-fire completely effective and had received assurances that this would be done." About that time the Israelis did stop short of Damascus. Tension in the Johnson-Kosygin messages over the hot line began to diminish. But it seems quite conceivable that without the reassurances Kosygin got over the hot line, the Soviet Union might have intervened. And where that might have led, no one can say.

Adapted from an article by Richard Hudson in *The New York Times*, August 26, 1973. © 1973 by The New York Times Company.

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WORKSHEET 12D

President Bush on the 1991 Gulf War

WHY WE ARE IN THE GULF

By George Bush

More than 200,000 men and women wearing the uniforms of the U.S. armed forces stand guard on the sand and along the shores of the Arabian Peninsula, together with the armed forces of more than 25 other countries.... But why are we there? Why should we be there?

First, the world must not reward aggression.... The civilized world is now in the process of fashioning the rules that will govern the new world order beginning to emerge in the aftermath of the Cold War. The history of this century shows clearly that rewarding aggression encourages more aggression.... We must either be prepared to respond now or face a much greater set of challenges down the road.

Second, our national security is at stake. Can the world afford to allow Saddam Hussein a stranglehold around the world's economic lifeline?.... Even now, without an actual shortage of oil, Saddam's aggression has almost doubled oil prices..... Energy security is national security, and we must be prepared to act accordingly....

Our goals have not changed since I first outlined them to the American people last August. First, the immediate and unconditional withdrawal of all Iraqi forces from Kuwait. Second, the restoration of Kuwait's legitimate government. Third, security and stability for the Gulf—an important national interest of the United States since the time of Harry Truman. And fourth, the protection of American citizens abroad.

EXERCISE

List the reasons given by President Bush for United States involvement in the Gulf War. Next to each, check (✓) whether it is a good or bad reason, and explain why.

Bush's Reason for U.S. Troops in Gulf	Good	Bad	Explanation
1.			
2.			

WORKSHEET 12E

Desert Storm Hero

Troy Gregory was one of the American soldiers killed during Operation Desert Storm. His story is told below:

ON A WARM JUNE evening in the late 1970s, two Little League teams played a hard-fought game in suburban New Jersey. Naturally, both sides wanted to win, but the thin black pitcher was more intense than the other kids. Troy Gregory relished baseball as a chance to compete—not only against his peers but against the high standards he had set for himself.

That evening Troy's team lost by two runs. Walking to the parking lot with his mother, he could no longer control his disappointment. He nodded toward his teammates. "They didn't try hard enough," he said, tears running down his cheeks. "If they had, we would have won."

Trying hard became Troy Gregory's watchword. When his mother, an artist struggling as a single parent, was unable to cope, the boy went to live with his grandmother, Grace Moore. They moved to a tree-lined street in the suburbs of Richmond, VA. There, Mrs. Moore—an old-fashioned, religious woman raised on a Virginia farm—renewed her grandson's self-confidence. "Set a goal," she told him. "And when you reach that goal, set another. That's how people get ahead in life." Gregory followed her advice and did well in school and sports. "I'm going to make something of my life," he told his grandmother.

Wanting to go to college and needing some financial backing, Gregory joined the Marine Corps Reserve. As soon as he was sworn in, he mounted a "Semper Fi" bumper sticker on his car to tell the world he was a Marine and proud of it. Gregory was assigned to Hotel Battery, 3rd Battalion, 14th Marine Regiment, a tight-knit field artillery unit, and trained in fire-direction control.

By the fall of 1990, Gregory was engaged to Adrienne Ward, an accounting student at a local university, and she took him home to meet her family in rural Virginia. He was enthralled by the warm throng of brothers and sisters, aunts, uncles and cousins. The couple decided on a large spring wedding to include the whole family.

The Gulf War, however, changed all that. The call came a few days after Thanksgiving. Gregory would be activated on December 2; Hotel Battery would join the 1st Marine Division in the Saudi Arabian desert.

That night, Gregory spoke to his fiancee with quiet sadness. "I wish I didn't have to leave you," he whispered. Later, he assured her that, if there was fighting, the war would be over quickly. "Start thinking about your dress" he said. "Pick out the music you want for the church...."

Troy Gregory managed to call home one last time before his unit moved north to the Kuwaiti border. "Don't worry," he told his mother. His job, he explained, was to help select fire positions as the assault column advanced. He would be well back from the forward units.

In the predawn darkness of February 23, Gregory's battalion rumbled forward, a wedge of TOW-equipped vehicles and heavy trucks towing howitzers. The flat horizon lay hidden beneath a sooty pall of smoke from the hundreds of wellheads the Iraqis had set aflame in the Al Burgan oilfield.

For three hours on the 24th, the Marines repelled a savage counter-attack by enemy forces. That night the troops dug in. Along the horizon, the burning carcasses of Iraqi armor lit the overhanging smoke with flickering tongues of orange.

"Isn't this something else?" asked Cpl. Chris La Civita, a gunner in Hotel Battery. "It's like fighting in hell."

The next morning, as the Marines moved forward through dense, acrid fog, the Iraqis sprang a second, even larger counterattack. Enemy-tank rounds exploded in the sand, kicking up clouds of shrapnel. Several fragments hit Corporal La Civita in the face, ripping a bloody chunk of flesh from the side of his jaw.

As the counterattack threatened to envelop the battalion position, Gregory's survey team was ordered to search a nearby trench for enemy holdouts. As they entered a bomb-cratered bunker, Gregory tripped a mine.

An hour later, he was driven to the battalion aid station, where La Civita was waiting for the evacuation helicopter. Gregory was in shock, strapped to a stretcher, a medic holding a unit of blood plasma above him. But he was more concerned at the sight of his friend's heavily bandaged face.

"Man," Gregory whispered, "are you okay?"

La Civita's eyes filled with tears. One of Gregory's legs was blown off and the other was badly mangled. "Yeah, Troy," he said. "It's just a flesh wound."

"What about the other guys? I hope nobody else got hit when I stepped on that thing."

La Civita turned away to hide his tears. The battalion chaplain took Gregory's hand and prayed with him while corpsmen worked on his wounds. Finally the helicopter clattered down through the smoke to take the two wounded Marines to a field hospital in Saudi Arabia.

La Civita stayed with Gregory in the triage tent while corpsmen and nurses prepared the gravely wounded Marine for surgery. The next morning, La Civita searched for his friend among the patients. But Troy Gregory was gone . . .

Lance Cpl. Troy Lorenzo Gregory, United States Marine Corps Reserve, was buried in Arlington National Cemetery on the raw afternoon of March 4, 1991. He had died two weeks before his 22nd birthday. His mother, grandmother and fiancée sat in the front rank of mourners while the Marine honor guard folded the flag that had covered the bronze coffin.

Beneath the collar of her funeral dress, Adrienne Ward wore the dogtag Gregory gave her before he left. Only now was she beginning to comprehend the scope of his sacrifice—and their lost dreams. She would never again see his warm smile, feel his loving touch. Then the March wind keened, as a lone bugler blew the somber note of taps.

Over the next two weeks, the letters Gregory had written to his fiancée from his foxhole continued to arrive in Richmond. Reading his words, Adrienne Ward could almost pretend he was still alive.

Finally, one morning when the first buds of early spring appeared on the trees, the letters stopped.

Excerpted from "They Went to War," *Readers Digest*, Sept. 1991, pp 54-62

EXERCISE

Lance Corporal Troy Lorenzo Gregory is buried in Arlington National Cemetery. Use the space below to write an inscription for his tombstone.

TROY LORENZO GREGORY
LANCE CORPORAL, U.S. MARINES

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____

____

____

____

____

____

____

UNIT TEN: THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITIES

Learning Activity 13

Would compromise or confrontation have been a better way of dealing with Cuba in 1962?

THEME

Movement of Peoples

BACKGROUND

The relationship between the United States and Cuba has a long and complex history. After 1959 that relationship became a major element in the Cold War conflict between the United States and the Soviet Union.

As early as 1812, and periodically after that, United States senators from the South had targeted Cuba as a possible area for United States expansion. However, United States expansion in the Caribbean was blocked by northerners who did not want southern slaveholders to gain more power in the national government.

In the 1890s, with slavery no longer an issue, United States commercial interests in the Caribbean were expanding and in particular the United States was pursuing construction of a canal. Confrontation with Spain over domination in the region grew more likely. With the conclusion of the Spanish- American War came United States colonization of Puerto Rico and the Philippines and United States domination over most of the Caribbean basin, including Cuba.

In 1902 the United States officially withdrew from Cuba. However the new island nation was forced to include in its constitution the Platt Amendment which authorized the United States to intervene in Cuban affairs and to maintain a naval base on Cuban soil at Guantanamo. Under this agreement United States marines were stationed in Cuba from 1906 until 1909. The Platt Amendment remained in effect until 1934. Guantanamo remains in United States hands today.

During the first half of the twentieth century Cuba was a land of sharp contrasts. Plush gambling casinos and tourist resorts were operated by United States business interests, while the majority of Cuban people lived in poverty. The most fertile soil remained in the hands of a few wealthy individuals and corporations, many of which were based in the United States. In 1952 a dictator, Fugencio Batista, seized control of Cuba. He pledged to protect United States interests on the island and, in return, the United States not only recognized his dictatorship, but sold his government arms and provided military training for his troops.

In 1956 a new revolutionary movement emerged in Cuba under the leadership of Fidel Castro, a law school graduate and the heir of a wealthy family. As Castro's popular support grew, the Batista government weakened. Finally, on January 1, 1959, the graft-ridden dictatorship collapsed. Batista fled the country with $200 million.

Initially, the United States offered recognition and limited support to the Castro government. However, when Castro began to move toward totalitarianism, jailing thousands of his political opponents, and when $1.5 billion worth of American-owned property was nationalized, the United States position shifted. Eventually Castro identified himself as a Communist committed to widespread change in Cuba and international revolution. Tens of thousands of middle-class and wealthy Cubans fled to the United States.

In reprisal for the nationalization of American-owned property, Washington cut off all Cuban sugar imports and placed an embargo on most United States goods being shipped to Cuba. Cuba now began to receive economic assistance from the Soviet Union.

In 1960 President Eisenhower authorized training of a small band of anti-Castro Cuban refugees for a possible invasion of Cuba. In April 1961, President Kennedy decided to support a limited invasion that would not include United States troops. The invading force landed at Bahia de Cochinos, the Bay of Pigs, and was quickly defeated. Instead of supporting the invasion, the Cuban people rallied to the Castro government.

Fearing another invasion, the Castro government built a large, well-equipped army with Soviet support. In October 1962, United States spy plane photographs showed nuclear missile silos in Cuba. These silos could house missiles with ranges of between 1,000 and 2,000 miles, capable of striking major United States east coast cities.

In response, President Kennedy ordered a blockade of Cuba and demanded that the nuclear missiles be removed. Soviet ships bound for Cuba turned back on the high seas and a nuclear confrontation was avoided. Soviet Premier Khrushchev agreed to remove offensive weapons from Cuba under United Nations verification, and Kennedy agreed to call off the blockade and promised not to invade Cuba.

United States Cuban relations have not been normalized since the Cuban Missile Crisis. The United States and Cuba battled for the loyalty of other Latin American nations. Cuba supported revolutionary movements in Nicaragua, Chile, and Grenada, while the United States shored up regimes favorable to the United States. In 1983 President Reagan used the presence of Cuban advisors as partial justification for an invasion of Grenada.

MAJOR IDEA

- Competition for SCARCE resources and/or strategic locations often leads to conflict.

CONCEPTS

- Choice
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Discuss the historical background to U.S.–Cuban relations in the post-WWII era.
- Explain why Cubans might either support or oppose the government of Fidel Castro.
- Evaluate the actions of President Kennedy in the Cuban Missile Crisis.

DEVELOPMENT

- Distribute Worksheet 13A, "United States Policy in Cuba: A Chronology." Have students read it, complete the exercise, and explain their answers to the following questions:
  - — What does this chronology tell us about United States interest in Cuba?
  - — How has Cuba's location made that nation important to the United States?
  - — How do you explain the conflict that developed between the United States and Cuba in the 1960s?
  - — Could this conflict have been prevented? Why or why not?
- Distribute Worksheet 13B, "Francisca Morena Must Decide." Have students read "The Problem," and then explain their answers to the following questions:
  - — What does this selection tell us about Francisca Morena?
  - — What problem does she face in 1961? Why?
- Divide the class into groups of four students each. Assign one of the statements on the worksheet to each student in a group. Tell students that they are to help Francisca Morena with her decision, first by reading the statement assigned, working together to complete the chart on the worksheet, and finally recommending a course of action. Have several of the groups report on what position they would have advised Francisca Morena to take on the Bay of Pigs invasion. Encourage discussion. Then tell students that the Cuban people as a whole did not support the United States sponsored invasion. Finally, have students explain their answers to the following questions:
  - — Why did many Cubans support Fidel Castro and the Cuban Revolution?
  - — Why did some Cubans oppose the revolution?
  - — As a teenager in Cuba in 1959, would you have supported Castro? Why or why not?
  - — Would you have continued to support him in 1961? Why or why not?
- Distribute Worksheet 13C, "The Cuban Missile Crisis." Have students read "The Problem," examine the map, and explain their answers to the following questions:

- What problem did President Kennedy face in 1962?
- Why do you think President Kennedy viewed the nuclear missile sites in Cuba as a problem for the United States? Explain.

- Have students return to their groups of four. Assign each student responsibility for two "Views on the Missile Crisis." Instruct students to read their assigned selections and then share the information with their group. Students should work together to complete the Decision Chart and write a memo to President Kennedy, as directed on the worksheet.
- Distribute Worksheet 13D, "Kennedy's Decision." Have students read it and explain their answers to the following questions:
  - What actions did President Kennedy take in the Cuban Missile Crisis?
  - How wise was his decision?
  - Should Kennedy have referred the situation to the United Nations Security Council before announcing the blockade?
  - Did Kennedy have the right to demand that the Soviets pull their bases out of Cuba when the United States had similar bases in Turkey?
- Tell students that the world waited tensely for Khrushchev's reaction to the blockade. Faced with the choice between nuclear war or meeting Kennedy's demands, Khrushchev backed down. The Soviets agreed to dismantle the bases and remove the missiles in exchange for a United States pledge not to attack Cuba.
  - Did President Kennedy have the right to gamble that the Soviets would back down when nuclear war might have been the result? Why or why not?
  - Would compromise or confrontation have been the better way of dealing with Cuba in 1962? Explain.
- Distribute Worksheet 13E, "A Cuban-American's Recollections." Have students read it, complete the exercise, and explain their answers to the following questions:
  - What does Pedro Reboredo remember about the Castro Revolution?
  - Why do you think Cuban students in 1961 were forced to sing the Communist "Internationale"?
  - Why did Pedro and his friends decide not to go to their homes when Cuba was invaded at the Bay of Pigs?
  - How do you think Pedro Reboredo felt about leaving Cuba? How would you have felt? Explain.

FOLLOW-UP ACTIVITIES

Students can:

- Research the experiences of Cuban refugees in the United States. A comparison can be made between the first wave of Cuban immigrants, in the early 1960s, and the more recent wave in 1980 of the Mariel boat people.
- Interview Cuban refugees living in New York.
- Research and report on the impact of the breakup of the Soviet Union on Cuba. Will communism in Cuba continue to survive the breakup of the U.S.S.R.?

WORKSHEET 13A

United States Policy in Cuba: A Chronology

1812	The acquisition of Cuba is one goal of the United States during the War of 1812.
1848	President James Polk authorizes the United States ambassador to Spain to negotiate for the purchase of Cuba.
1850	A private American army tries to conquer Cuba and make it part of the United States.
1854	President Franklin Pierce tries to purchase Cuba from Spain.
1895	Cuban revolutionaries destroy American-owned property in Cuba.
1898	Under President William McKinley, the United States invades and conquers Cuba during the Spanish-American War.
1901	In exchange for independence, Cuba is forced to agree that the United States will be allowed to intervene in Cuban affairs. Cuba also agrees to allow the United States to keep a naval base in Cuba at Guantanamo.
1906	United States troops land in Cuba. They remain until 1909.
1934	President Franklin Roosevelt announces a "Good Neighbor" policy. The United States gives up the "right" to interfere in Cuban affairs but keeps Guantanamo naval base.
1952	The United States supports the dictatorship of Fugencio Batista in Cuba. In return, Batista protects U.S. businesses in Cuba.
1956	Fidel Castro launches a revolution against the Batista government.
1959	The Batista government collapses. Castro and his supporters triumph.
1959	Castro establishes a dictatorship and takes over American-owned property in Cuba. The U.S. places an embargo on trade with Cuba.
1960	Cuba signs a friendship agreement with the Soviet Union.
1961	The United States supports an anti-Castro invasion of Cuba at the Bahia de Cochinos (the Bay of Pigs). The invasion fails.
1962	Photographs taken by spy planes show that the U.S.S.R. has placed nuclear weapons in Cuba.

EXERCISE

Choose the three most "key" moments in U.S./Cuban relations. Then, next to each key moment, write the reason you chose it.

Key moment	Reason
1	
2	
3	

WORKSHEET 13B

Francisca Moreno Must Decide

The Problem: The year is 1961. Francisca Moreno is a university student in Havana, Cuba. She comes from a poor peasant family. At first Francisca welcomed the Castro revolution because it brought land reform to her country and freedom from the Batista dictatorship and his supporters in the United States. Francisca's parents are now free from the oppression of the landlord. For the first time in memory, her brothers and sisters have the chance to get medical care and to become educated.

Yet Francisca is also worried. She is a religious Roman Catholic and is upset by the opposition of Communists to the Church. She is also upset by the fact that Castro is starting to act like a dictator. Freedom of speech does not exist under Castro. He has put to death hundreds of political enemies and jailed thousands.

Francisca has just learned that anti-Castro Cubans, trained and supported by the United States government, have landed on the beaches of Bahia de Cochinos, the Bay of Pigs. She must decide who to support. She turns to you for help.

Decision: Who should Francisca support? The following four statements contain ideas that Francisca might have heard expressed in Cuba in 1961. Summarize the main idea of each statement. Briefly describe that idea's appeal to Francisca. Finally, as a group, write your recommendation to her.

STATEMENT #1:
THE ANTI-CASTRO INVADERS

We [the invading army] come in the name of God, justice and democracy.... We do not come out of hatred but out of life.... The Assault Brigade is composed of thousands of Cubans who are completely Catholic and Christian.... Catholics of Cuba: our military might is crushing and invincible and even greater is our moral strength, our faith in God and in his protection and his help. Have faith for victory is ours because God is with us. Catholics! Long live Cuba, free, democratic and Catholic.

From the diary of Father Ismael Lugo. *Cuba, Pursuit of Freedom*, by Hugh Thomas. Copyright© 1971 by Hugh Thomas. Reprinted by permission of HarperCollins Publishers, Inc.

STATEMENT #2:
THE UNITED STATES GOVERNMENT

Cubans will support the forces that struggle for freedom in Cuba. Opposition to the government is becoming more open. The lower classes are now opposed to Castro. In front of the secret police offices the lines of those detained are made up of the poorer classes. The shortage of basic food and household items, felt by all levels of society, is causing increasing dissatisfaction.

CIA Information Report—Weekly Summary of 30 March 1961 as quoted in *Bay of Pigs*, Peter Wyden (New York: Simon & Schuster, 1979), p. 140.

STATEMENT #3: FIDEL CASTRO

Cubans, the United States is planning an invasion of our nation. At this moment it is training paid soldiers in Central America. If the imperialist invasion is successful, it will bring back the foreign monopolies and the moral decay they introduced, which ruined our lives for six decades. They will undo the land reform that we have fought so hard to achieve in the last few years. Yes, my fellow Cubans will once more become a colony of the United States. So we must resist.

Venceremos!! (Speech of Fidel Castro, 30 August 1960). Quoted in *Fidel Castro Speaks*, Martin Kenner and James Petras. (New York: Grove Press, 1969), pp. 28-30.

STATEMENT #4: THE SOVIET GOVERNMENT

By this agreement the Soviet Union and Cuba have become allies. We will help you build your socialist revolution in Cuba by buying your products at fair prices, extending industrial and agricultural credits and providing you with technical advisors to develop your industries. We hope that you can develop your revolution and at the same time live in peace with your neighbors. Remember, however, that in case of attack, the Soviet Union will help you protect that for which you have so valiantly fought.

Adapted from statement of A. Mikoyan, Foreign Minister of U.S.S.R. on a visit to Cuba 1 March 1960 in Hugh Thomas, *Cuba, Pursuit of Freedom*, pp. 1264-1267.

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STATEMENT	**MAIN IDEA**	**APPEAL OF IDEA TO FRANCISCA**
#1		
#2		
#3		
#4		

Dear Francisca,

After considering the many ideas and opinions being stated in Cuba today, we recommend that you support ______________________

because ____

____

____

____

____

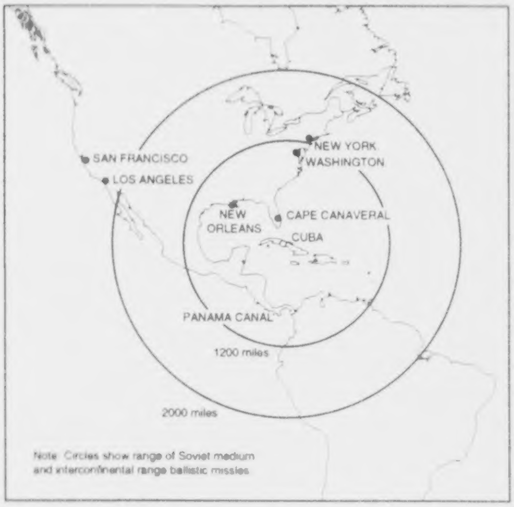
Your friends,

____

WORKSHEET 13C

The Cuban Missile Crisis

The Problem: It is October 21, 1962. President John F. Kennedy is scheduled to speak to the American people and the world on national television tomorrow. He has just seen photographs taken by United States spy planes that have flown over Cuba. These photographs show that the Soviet Union has built silos to house nuclear missiles just 90 miles off the coast of the United States. What should President Kennedy do? He has listened to statements by his closest advisors and from leaders around the world. But you are his most trusted advisor. He wants to know what action you think he should take.



Note: Circles show range of Soviet medium and intercontinental range ballistic missiles

VIEWS ON THE MISSILE CRISIS: U.S. OPINION

Dean Acheson, former Secretary of State: Mr. President, the missiles in Cuba pose a threat to the United States. From these sites, all of the United States could be subject to nuclear attack in as little as a half hour. There would be no time to defend ourselves. We therefore must go in and make air strikes eliminating these bases.

Robert McNamara, Secretary of Defense: Mr. President, air strikes could easily miss their targets. We would then have to bomb the missile silos again. The result would be a lot of civilian casualties. This would lose us the support of world public opinion. A naval blockade of Cuba would cut off military supplies to finish the bases and we would not be the ones to fire the first shot. Therefore, let us try the blockade before we send the bombers against Cuba.

Robert Kennedy, Attorney General: Mr. President, I agree with Secretary McNamara. How would it look if we made a sneak attack on a small neighboring country? People would then be comparing you to the Japanese Prime Minister during World War II, General Tojo, who planned the attack on Pearl Harbor.

Curtis LeMay, Air Force Chief of Staff: I agree with Secretary Acheson; we must knock out those bases in Cuba because they directly threaten the entire population of the United States. Every nation after all, is entitled to defend itself. If I know the Soviets, they won't fight back. They realize that Cuba is in our backyard. After all, they invaded Hungary and Czechoslovakia, didn't they? Did we send in troops at that time? No, we didn't!

Adlai Stevenson, United States Representative to the United Nations: If we attack Cuba, we may hit Soviet technicians and troops stationed there. Such drastic action could give the Soviets an excuse to attack us. We must therefore go to the United Nations and convince that body that the missiles are a threat to world peace and must be removed.

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VIEWS ON THE MISSILE CRISIS: OPINIONS FROM AROUND THE WORLD

Charles DeGaulle, President of France: The United States is justified in taking strong action against the presence of Soviet missiles in Cuba which threaten the former nation's national security.

Fidel Castro, leader of Cuba: Why does the United States have the right to protest against Soviet missiles in Cuba? After all, they have similar weapons in Turkey and Italy close to Soviet territory. In short, Cuba is within its rights to take measures similar to those which other countries implement to protect its national security. We must do so in the light of recent U.S. attempts to invade our territory, defeated by the Cuban people at Playa Giron.

***The Daily Mail* of London, 24 October 1961:** A blockade is still an act of war that could lead to a nuclear holocaust. After all, there are American troops in Berlin and U.S. missiles in Turkey close to the USSR. The removal of the Cuban missiles and these other threats to world peace should be negotiated as a part of a comprehensive plan for world peace.

Decision: What should President Kennedy do about nuclear missiles on Cuba? Listed below are some of the possible actions that President Kennedy was being advised to take. Next to each, identify the source(s) of that advice and then note the advantages and disadvantages of each possible action.

Possible Actions	Advisor(s)	Advantages	Disadvantages
Bomb the missile sites.			
Blockade shipments of all military equipment going to Cuba.			
Refer the situation to the U.N. Security Council.			
Begin negotiations between the U.S. and the U.S.S.R. over Turkey and Cuba.			

WORKSHEET 13C, "THE CUBAN MISSILE CRISIS" (CONTINUED)

Now, in your role as advisors to President Kennedy, write him a memorandum advising him what action to take and why.

MEMORANDUM

TO: PRESIDENT JOHN F. KENNEDY
FROM: Your Advisor, ____________________
SUBJECT: Cuban Missile Crisis

WORKSHEET 13D

Kennedy's Decision

President Kennedy announced his decision to the American people in a radio and television address:

> The 1930s taught us a clear lesson. Aggressive conduct, if allowed to go unchecked finally leads to war.
>
> I have therefore directed that the following steps be taken immediately:
>
> *First*. This offensive build-up must be halted. A strict quarantine (cut-off) of all offensive military equipment under shipment to Cuba is being started. All ships of any kind bound for Cuba, from whatever nation or port, will, if found to contain cargoes of offensive weapons, be turned back.
>
> *Second*. I have directed the continued and increasingly close watch over Cuba and its military build-up.
>
> *Third*. This nation will regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States. Such action will require a full American attack upon the Soviet Union.
>
> *Fourth*. I have reinforced our base at Guantanamo (in Cuba).
>
> *Fifth*. We are calling for an immediate meeting of the Organization of American States. [This is an organization of the nations of the Western Hemisphere.]
>
> *Sixth*. We are asking tonight that an emergency meeting of the U.N. Security Council be called without delay.
>
> *Seventh and Finally*. I call upon Chairman Khrushchev to halt and eliminate this secret and reckless threat to world peace. I call upon him further to abandon this course of world domination. I ask him to join in an historic effort to end the dangerous arms race and to change the history of man.

Adapted from President Kennedy's Address to the American People, October 22, 1962

WORKSHEET 13E

A Cuban-American's Recollections

Pedro Reboredo, the mayor of West Miami in 1989, arrived in Florida in 1962 as a 19-year-old refugee. His story suggests why thousands of Cubans migrated to the United States in the late 1950s and early 1960s.

I **WAS SIXTEEN** years old when Castro took over in Havana on January 1, 1959. My first direct experience with the Communists was two years later, on January 28, 1961. It was the holiday of Jose Marti's birthday [Marti is Cuba's national hero. A poet and leader of the independence movement against Spain, he was killed in battle in 1895.] It is customary on this holiday for students to sing the national anthem at school. But in our high school, Instituto de Havana, the Communists tried to make the students sing their 26th of July anthem or the Communist "Internationale." Two friends and I refused. We sat down in our seats silently.

Some Communist students in the classroom began to harass us. They warned, "You have to sing." These boys were members of the Association of Students, which was controlled by the Communists. But we refused.

They took us down to the principal's office, where they again tried to force us to sing. They put a gun to my friend's head. He told them, "We don't sing." They threatened, "We're going to kick you out of school. You're going to be on our list."...

I had never been involved in politics. I was only concerned with studying to make a career. My father was well respected but not wealthy....

In reality, it was not the Communists who toppled [the dictator] Batista. It was good Catholic people who were trying to solve the country's problems. The main theme of the revolution was to re-establish the 1940 democratic constitution. There were priests in the mountains who fought alongside Fidel. Castro himself had studied in a Jesuit school. But after his Communists took power, he started cracking down on the church, because he feared potential rivals to his power. Fidel and his close circle didn't reveal that they were Communists until after Batista was toppled. They imprisoned or killed many of the non-Communists who had fought alongside them. These victims were not prepared to defend themselves against this betrayal.

My friends and I were branded as troublemakers or "counter-revolutionaries" by the Communists, because we refused to sing their anthem. Teachers would not even talk to us, except to give classroom assignments....

On April 17, 1961, some friends and I were at a buddy's house near La Beneficencia, an old part of Havana, studying for our high school exams. We heard on a neighbor's radio that Cuba had been invaded. We decided, "Let's not go to our homes." We knew that we would be targets of the Communists.

I went to my godmother's home, where I hid for more than a month. My parents' house was checked all of that time by the Communists for the Defense of the Revolution, neighborhood committees used by the secret police. During my time in hiding, more than a hundred thousand people were jailed. The Communists turned amphitheaters and stadiums into jails and filled them up.

After a couple months, things calmed down. Thousands of people were being released from jail, little by little. Many, though, remained in prison for years. After my parents checked out the situation through the local underground and determined it was safe, I surfaced from hiding…

After my friend Mayito died in jail, I knew that I might have to leave the country. But on the day my father said to me, "You're leaving," it came as a shock. I said, "What?" I was unhappy….

On August 29, 1961, I found myself on a boat heading for Venezuela….

(Like Cuba, Venezuela in the early 1960s was undergoing political turmoil. After getting caught up in riots, Pedro Reboredo soon decided to emigrate to the United States. On April 4, 1962, he arrived in Florida with $12 in his pocket.)

"The Blue-eyed Cuban," from *New Americans: An Oral History*, by Al Santoli. Copyright © 1988 by Al Santoli. Used by permission of Viking Penguin, a division of Penguin Books USA Inc.

EXERCISE

Place a check (✓) next to each of the conclusions below that can validly be made, based on Pedro Reboredo's story.

☐ Cubans traditionally celebrated their successful struggle for independence from Spain.

☐ Pedro Reboredo came from the lower economic class.

☐ When he toppled the dictator Batista, Fidel Castro had the support of non-Communists as well as Communists.

☐ After Castro came to power, he allowed freedom of expression and political opposition.

☐ Some middle class people left Cuba after Castro took power.

Learning Activity 14

Should the United States have become involved in the Vietnam War?

THEMES

Contributions; Struggle for Equality; Cultural Diversity

BACKGROUND

From 1964 to 1973 an open clash between United States and Communist forces took place in the part of Southeast Asia formerly known as French Indochina. The people of that colony had revolted against French rule at the end of World War II. In 1954 the rebels won a great victory over the French forces. The peace settlement, known as the Geneva Agreements, recognized the complete independence of Cambodia, Laos, and Vietnam. Vietnam, where Communist and non-Communist forces vied for control, was temporarily divided into two parts—North and South, but elections were supposed to be held within two years to unify the two Vietnams under a single government.

The government of South Vietnam never allowed the 1956 elections, which it probably would have lost, to take place. Instead, North Vietnam, led by the Communist Ho Chi Minh, became allied with China and the Soviet Union. South Vietnam, led by the anti-Communist Ngo Dinh Diem, became allied with the United States. In 1957 Communist guerrilla forces known as the Vietcong began fighting in the South against the Diem government, which they considered had illegitimately held onto power.

Until 1964 United States support for South Vietnam involved sending military advisors and economic aid. Then, after clashes between American and North Vietnamese warships in the Gulf of Tonkin, President Lyndon Johnson requested and Congress quickly passed the Gulf of Tonkin Resolution which gave the president the right to use military force to defend Americans in Vietnam.

In the ten years of the United States' longest war, more than 57,000 American lives were lost. Soldiers fought in a unconventional, guerrilla war, surrounded by elusive enemies. There were reports of extreme brutality on both sides.

At home, the nation was divided. "Hawks" demanded that the United States use more force to win the war against the Communists. "Doves" urged the government to negotiate a peace settlement. As the war dragged on, Americans increasingly opposed the war. Mass demonstrations against the war took place on college campuses and in cities throughout the country. Some turned violent. Thousands of young Americans, most of them white and middle class, evaded the draft.

Faced with strong political opposition, President Johnson decided not to seek reelection. President Nixon began a policy of "Vietnamization," progressively reducing the American presence in Vietnam. As Nixon brought the soldiers home, he escalated the aerial war. The United States dropped three times more explosives on Vietnam than it had used in World War II and Korea combined. An estimated 1.5 million Southeast Asian people were killed between 1964 and 1973.

Finally in 1973 all sides in the war signed a cease-fire. Remaining United States troops were withdrawn. Two years later South Vietnam fell to Communist North Vietnam and the country was reunited.

MAJOR IDEAS

- After World War II democratic ideals of freedom and self-determination spread.
- Competition for SCARCE resources and/or strategic locations often leads to conflict.
- United States involvement in the Vietnam War had a profound impact on American political, social, and economic life.

CONCEPTS

- Choice
- Citizenship
- Human Rights

PERFORMANCE OBJECTIVES

Students will be able to:

- Compare and contrast the United States government position on the Vietnam War with the North Vietnamese position.
- Explain the American presence in Vietnam from the perspectives of various Americans who fought there.
- Assess the impact of the Vietnam War on the American home front.
- Evaluate arguments for and against United States involvement in the Vietnam War.

DEVELOPMENT

- Distribute Worksheet 14A, "War in Vietnam: U.S. and North Vietnamese Positions." Have students read it and explain their answers to the following questions:
  - — What do we learn from the statements of Presidents Lyndon Johnson and Ho Chi Minh about United States involvement in the Vietnam War?
  - — How does President Johnson explain United States involvement in Vietnam?
  - — How does President Ho Chi Minh's view of United States involvement in Vietnam compare with President Johnson's view?
  - — Why does President Ho Chi Minh believe that the United States was the aggressor in Vietnam?
  - — As an American in the 1960s, how would you have felt about United States involvement in the Vietnam War? Would you have supported United States involvement to stop the spread of communism? Would you have opposed United States involvement? Explain.
- Distribute Worksheet 14B, "Letters Home." Have students read it, complete the exercise, and explain their answers to the following questions:
  - — What do these letters tell us about how United States soldiers understood their presence in Vietnam?
  - — Why does Rick call the enemy "inevitable"?
  - — Why does George say that Vietnam has his feelings "on a seesaw"?
  - — How would Hector answer Rick's statement that he was fighting to protect democracy?
  - — Why does Lynda believe that the United States belonged in Vietnam? Why does she say that it "hurts so much to see the newspaper full of demonstrators . . ."?
  - — What reasons does Robert Sanders give for the opposition of some African-Americans to the war?
  - — How do you react to Sanders' statement that, "We felt that blacks should not have had to fight in Vietnam if, when they got home, they couldn't even get a job"?
- Tell students that during the Vietnam War, thousands of mostly white and middle class young Americans resisted the draft. They took refuge in college, entered exempt occupations, fled to Canada, applied for conscientious objector status, or used whatever means they could to "dodge the draft." Ask:
  - — How do you explain the fact that a disproportionate number of poor and non-white Americans fought in Vietnam?
  - — As a young American of draft age during the Vietnam War, how would you have felt about United States involvement in the war? What do you think you would have done with regard to the draft? Explain.
- Divide the class into cooperative learning groups of four students each. To each student in a group distribute one of the following selections on Worksheet 14C, "The Anti-War Movement": "Public Opinion Polls," "Protests and Demonstrations," "Anti-War Songs," and "Cartoons." Instruct students to read and examine their assigned selection, share the information presented with the group, and

then work together, using Worksheet 14D, "Anti-War Movement in the News," to create their own special edition of the *Multicultural Mosaic* devoted to the anti Vietnam War movement. Have the groups share their "special editions" on the anti-war movement.

Finally, have students explain their answers to the following questions:

- — What did you learn about the Vietnam anti-war movement from these selections?
- — How do you explain the change over time in American public opinion on the Vietnam War?
- — As the parent or sibling of a young American soldier in Vietnam, how do you think you would have felt about our involvement there?
- — What role do you suppose public opinion played in the war?
- — How do you suppose the killings at Kent State affected American public opinion? How would you have reacted to seeing this depicted on television and in the news?
- — How can you explain the popularity of songs like "I Ain't Marching Anymore" in the anti-war movement?
- — Do you think Phil Ochs, the songwriter, painted a fair picture of American history? Why or why not?
- — How effective were cartoons like those shown here in the anti-Vietnam War movement?
- — Some people during the Vietnam War era suggested that the protesters should be charged with treason. Do you agree? Why or why not?
- — A slogan used by some supporters of United States involvement in Vietnam was "My Country Right or Wrong." What do you think this slogan meant? Do you agree or disagree with its sentiment? Explain.

- Distribute Worksheet 14E, "Final Goodbyes—Notes at the Wall." Have students read it and explain their answers to the following questions:
  - — What do these messages tell us about the impact of the war on the soldiers and on the people back home?
  - — Why do you think people come to the wall and leave these messages?
  - — How do these messages make you feel?
  - — Unlike the veterans of earlier wars, Vietnam veterans returned to indifference and sometimes to outright hostility. How do you explain this? How fair was this treatment?
- Have students complete the exercise on the worksheet and have several students share their messages.

FOLLOW-UP ACTIVITIES

Students can:

- Borrow from the public library and play additional anti-war songs popular during the Vietnam War, such as the songs of Joan Baez, John Lennon, Bob Dylan, and Pete Seeger.
- Interview Vietnam War veterans about their experiences; interview Americans who were on the home front and participated in the anti-war movement.
- Debate the issue, "United States involvement in South Vietnam was/was not a mistake."
- Research and report on the War Powers Act, passed in 1973 to limit the power of the president to wage war without Congressional approval.
- Read aloud excerpts from speeches made by Dr. Martin Luther King, Jr., on the Vietnam War.

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WORKSHEET 14A

War in Vietnam: U.S. and North Vietnamese Positions

After World War II the people of Vietnam, led by the Communist Ho Chi Minh, revolted against French rule and won their independence. The peace settlement temporarily divided Vietnam into two parts—North where Communists would rule and South where anti-Communists would govern—but stated that within two years elections would be held to unify Vietnam.

South Vietnam never allowed the elections, which it probably would have lost, to take place. In 1957 Communist guerrilla forces known as the Vietcong began fighting in the South against the government there, which was supported by the United States .

Below, President Lyndon Johnson explains his decision to send American combat troops to help the South Vietnamese in 1964:

> **TONIGHT AMERICANS** and Asians are dying for a world where each people may choose its own path to change. Why must this nation endanger its ease for the sake of a people so far away?
>
> We fight because we must fight if we are to live in a world where every country can shape its own destiny. And only in such a world will our own freedom be finally secure.
>
> The first reality is that Communist North Vietnam has attacked the independent nation of South Vietnam. Its object is total conquest.
>
> Of course, some of the people of South Vietnam are participating in an attack on their own government. But trained men and supplies, orders, and arms, flow in a constant stream from north to south.
>
> This support is the heartbeat of the war.
>
> Over this war—and all Asia—is another reality: Communist China. The rulers in Hanoi are urged on by Peking. This is a government which is helping the forces of violence in almost every continent. The contest in Vietnam is part of a wider pattern of aggressive purposes.
>
> Why are we in South Vietnam?
>
> We are there because there are great stakes in the balance. Let no one think for a moment that retreat from Vietnam would bring an end to conflict. The battle would be started again in one country and then another. The central lesson of our time is that the appetite of aggression is never satisfied.
>
> Our objective is the independence of South Vietnam, and its freedom from attack. We want nothing for ourselves—only that the people of South Vietnam be allowed to guide their own country in their own way.

Adapted from President Johnson's speech from "Peace Without Conquest," an address by Lyndon B. Johnson at Johns Hopkins University, April 7, 1965.

Ho Chi Minh's position on the Vietnam War follows:

To His Excellency Mr. Lyndon B. Johnson,
President, United States of America

Your Excellency,

Vietnam is thousands of miles away from the United States. The Vietnamese people have never done any harm to the United States. But contrary to the pledges made by its representative at the 1954 Geneva Conference, the U.S. Government has ceaselessly intervened in Vietnam, it has unleashed and intensified the war of aggression in South Vietnam with a view to prolonging the partition of Vietnam and turning South Vietnam into a neo-colony and a military base of the United States. For over two years now, the U.S. Government has, with its air and naval forces, carried the war to North Vietnam, an independent and sovereign country.

The Vietnamese people deeply love independence, freedom and peace. But in the face of the U.S. aggression, they have risen up, united as one man, fearless of sacrifices and hardships; they are determined to carry on their resistance until they have won genuine independence and freedom and true peace. Our just cause enjoys strong sympathy and support from the peoples of the whole world including broad sections of the American people.

The U.S. Government has unleashed the war of aggression in Vietnam. It must stop this aggression. That is the only way to the restoration of peace. The U.S. Government must stop definitively and unconditionally its bombing raids and all other acts of war against North Vietnam, withdraw from South Vietnam all U.S. and satellite troops, and let the Vietnamese people settle themselves their own affairs.

Sincerely,

Ho Chi Minh

WORKSHEET 14B

Letters Home

The following are excerpts from actual letters of American GIs in Vietnam:

December 12, 1965

Dear Mom,

I am writing this in the event that I am killed during my remaining tour of duty in Vietnam.

First of all I want to say that I am here as a result of my own desire. I don't like being over here, but I am doing a job that must be done—I am fighting an inevitable enemy that must be fought—now or later.

I am fighting to protect and maintain what I believe in and what I want to live in—a democratic society. If I am killed while carrying out this mission, I want no one to cry or mourn for me. I want people to hold their heads high and be proud of me for the job I did.

I also want to be buried in my Marine Corps uniform with all the decorations, medals, and badges I rate. I also want Rabbi Hirschberg to officiate, and I want to be buried in the same cemetery as Dad and Gramps.

That is about all, except I hope I never have to use this letter—I love you, Mom, and Sue, and Nan, and I want you all to carry on and be very happy, and above all be proud—

Love and much more love,
Rick (Richard E. Marks)

August 1969

Dear Yolanda,

...Things are picking up around here. We're starting to train the Vietnamese to do our jobs so they can take over when the time comes for the Air Force to pull out.

The local people are not very enthusiastic about our leaving because, for one reason, they don't want to lose all the money they are making off the American GIs.

We cannot blame them for wanting a way of life that they have never had, and a continuation of the war is not going to bring any solution. They do not want to fight, they're tired of suffering, and they've finally realized this is more a political war with no gains for the common people. It's a complicated problem. I just can't begin to go into it without ending up with a book. I've always felt that if the North would agree to a peaceful settlement, both North and South could make more progress toward helping their people, whether it be under a communist or democratic system, than by killing each other. I've learned only one lesson from this and that is if man has been fighting his fellow man since the beginning of time, he will continue to do so, and the United States, as powerful as it may be, cannot play the role of God and solve all the problems of the world, and sometimes I wonder if there really is a God.

Love,
Chicky (Hector Ramos)

Dear America: Letters Home from Vietnam, Bernard Edelman, ed. (New York: W.W. Norton & Co., 1985), pp. 123, 220-222

24 July 1969

Dear Family,

Things go fairly well here. Monsoon is very heavy right now—haven't seen the sun in a couple of weeks. But this makes the sky that much prettier at night when flares go off.

It hurts so much sometimes to see the paper full of demonstrators, especially people burning the flag. Fight fire with fire, we ask here.

Display the flag, Mom and Dad, please, every day. And tell your friends to do the same. It means so much to us to know we're supported, to know not everyone feels we're making a mistake being here.

Every day we see more and more why we're here. When a whole village comes in after being bombed and terrorized by Charlie, you know. These are helpless people dying every day. The worst of it is the children. Little baby-sans being brutally maimed and killed. They never hurt anyone. Papa-san comes in with his three babies—one dead and two covered with frag wounds. You try to tell him the boy is dead—"fini"—but he keeps talking to the baby as if that will make him live again. It's enough to break your heart.

No, nobody can tell me we don't belong here . . .

Love,
Lynda
(Lynda Van Devanter)

From Bernard Edelman, *Dear America: Letters Home from Vietnam.*

Dear Ma,

. . .Vietnam has my feelings on a seesaw.

This country is so beautiful, when the sun is shining on the mountains, farmers in their rice paddies, with their water buffalo, palm trees, monkeys, birds and even strange insects. . . .

There are a few kids who hang around, some with no parents. I feel sorry for them. I do things to make them laugh. And they call me "dinky dow" (crazy). But it makes me feel good. I hope that's one reason why we're here, to secure a future for them. It seems to be the only justification I can think of for the things I have done!

Love to all.

Your son,
George

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WORKSHEET 14B, "LETTERS HOME" (CONTINUED)

Below, Robert Sanders, an African-American G.I., writes about his experiences in Vietnam and his feelings about the war:

> For the first time in my life, I saw total unity and harmony. In the states, even in the rear in Nam, blacks and whites fought each other. But in Nam, man, out in the field we were just a force of unity and harmony. We became just one person. When I first got to the Nam, I saw a lot of prejudice.... But Charlie had a tendency to make you unify in a hurry.
>
> The Vietnamese constantly appealed to blacks to get out of the war. They would leave leaflets laying all over the jungle. In perfectly good English, the leaflet would say, "Blacks get out, it's not your fight." In some ways those leaflets affected morale. It would make us wonder why we were there. Most of the people were like me; they were naive. We didn't know what the hell was really going on. We knew that Communists were supposed to be bad, and that they were trying to take the South Vietnamese's rice away from them, and that we were out there to stop them.
>
> When I was in Nam, Mohammed Ali was refusing to take the oath. Our reaction was that we shouldn't have taken it either. We felt that the American Dream didn't really serve us. What we experienced was the American Nightmare. Black people were fighting with honor in Vietnam just like they did in other American wars. They never ran; they fought to the death. We felt that they put us on the front lines abroad and in the back lines at home. Most of the brothers felt the same, even though we fought right along. We wouldn't give up. We did our best to keep trucking out there and in the woods, but we would always think about this. We used to sit down and have talks over it.... We felt that blacks should not have had to fight in Vietnam if, when they got home, they couldn't even get a job. We had unity and harmony because we wanted to live. But we just wanted no part of the war. I know I didn't. The benefits were just not there for us. Martin Luther King was saying this stuff when he got killed.

EXERCISE

Choose one of the letters or reminiscences you have read and, in the role of a family member, write a response.

Dear ____________,

____

____

____

____

____

____

____

____

____

____

____

Your loving ________________________,

____

WORKSHEET 14C

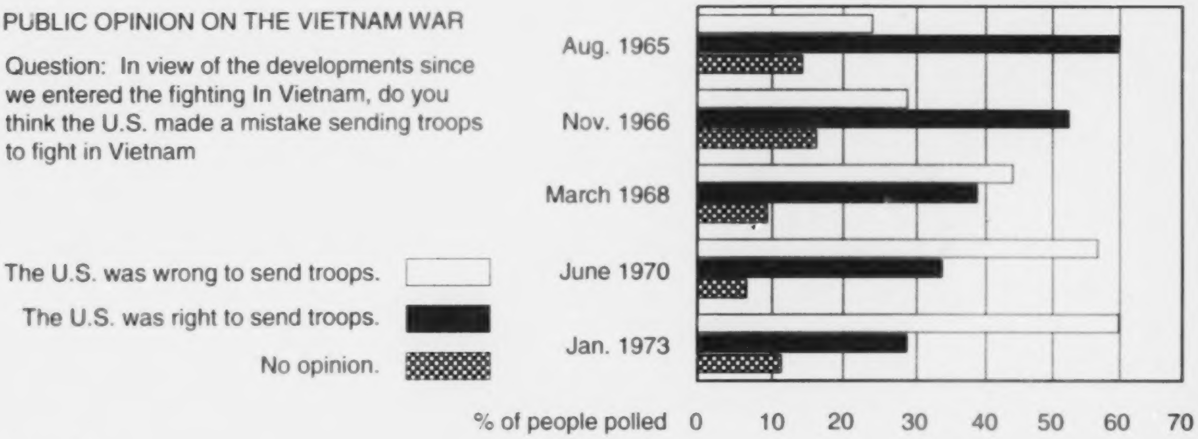
The Anti-War Movement

1. PUBLIC OPINION POLLS

The graph below shows how American public opinion on the Vietnam War changed from 1965, when the first troops were sent over to fight, to 1973, when the United States finally withdrew all its soldiers.

PUBLIC OPINION ON THE VIETNAM WAR

Question: In view of the developments since we entered the fighting In Vietnam, do you think the U.S. made a mistake sending troops to fight in Vietnam



The Gallup Organization

2. PROTESTS AND DEMONSTRATIONS

STOP THE WAR IN VIETNAM NOW!

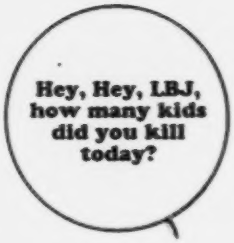
With the Washington monument in background, this group of women made their feelings known. (Dennis Brack, Black Star)

When Ohio National Guardsmen fired on a crowd of anti-war demonstrators and killed four students, even pro-war Americans were shocked.

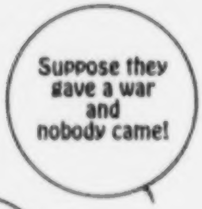
2. PROTESTS AND DEMONSTRATIONS (CONTINUED)

As the war in Vietnam dragged on, protests in the United States mounted to tidal-wave proportions. Hundreds of thousands of marchers filled the streets of New York, Washington, D.C., San Francisco, and other cities, chanting slogans like those shown on the anti-war buttons below.

ALL WE ARE SAYING IS GIVE PEACE A CHANCE


Hey, Hey, LBJ, how many kids did you kill today?

HELL NO! WE WON'T GO!


Suppose they gave a war and nobody came!

MAKE LOVE NOT WAR!

3. ANTI-WAR SONGS

Anti-war songs were often sung at demonstrations against the war in Vietnam. Lyrics to one of the most sung songs are given below:

I Ain't Marching Anymore

by Phil Ochs

Oh, I marched to the Battle of New Orleans
At the end of the early British War.
A young land started growing; young blood
started flowing.
But I ain't marching anymore.

For I killed my share of Injuns in a thousand
different kinds.
I was there at the Little Big Horn.
I heard many men lying; I saw many more dying.
But I ain't marching anymore.

Chorus: It's always the old to lead us to the wars,
Always the young to fall.
Now look at all we've won with a sabre and a gun.
Tell me, is it worth it all?

For I stole California from the Mexican land,
Fought in the bloody Civil War.
Yes, I even killed my brothers and so many others.
But I ain't marching anymore.

For I marched to the battles of the German trench
In a war that was bound to end all wars.
Oh, I must have killed a million men and now they
want me back again.
But I ain't marching anymore.

Chorus

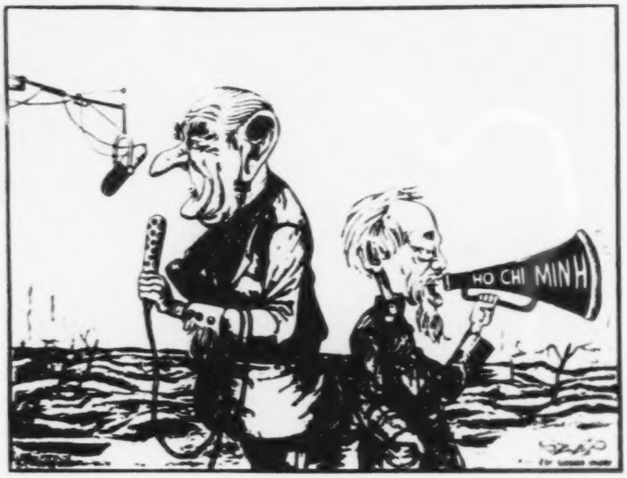
For I flew the final mission in the Japanese sky,
Set off the mighty mushroom roar.
When I saw the cities burning, I knew that I was
learning
That I ain't marching anymore.

Now the labor leader's screaming when they close the
missile plants.
United Fruit screams at the Cuban shore.
Call it peace or call it treason—
Call it love or call it reason—
But I ain't marching anymore.
No, I ain't marching anymore.

© 1964 Appleseed Music, Inc.

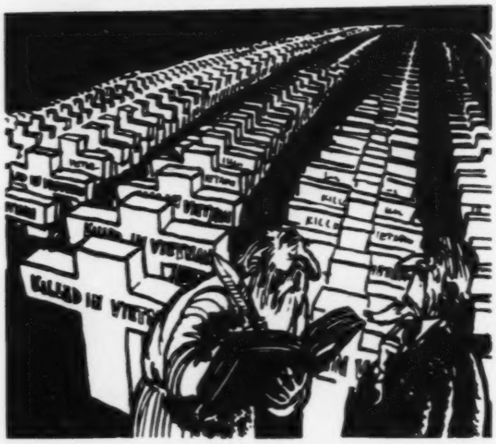
4. CARTOONS

During the Vietnam War period anti-war sentiment was often expressed through the use of political cartoons like the three below:



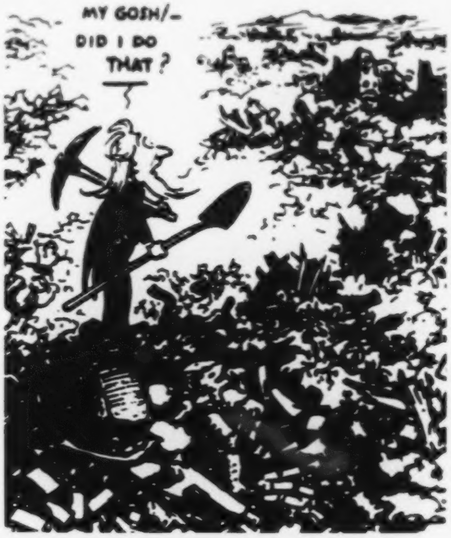
"We are winning the war"

Reprinted courtesy of the *Boston Globe*: "We are winning the war," a political cartoon by Paul Szep.



"What shall I put down as the reason for dying?"

Sanders *The Milwaukee Journal*



Reprinted courtesy of the *Minneapolis Star Tribune*: "My gosh! Did I do that?" a political cartoon by Roy Justus.

WORKSHEET 14D

Anti-War Movement in the News

Multicultural Mosaic

SPECIAL EDITION: THE ANTI-VIETNAM WAR MOVEMENT

HEADLINE for article about American public opinion:	**HEADLINE for article about demonstrations/protests:**
HEADLINE for article about anti-war songs:	**In this space draw your own political cartoon about U.S. involvement in the Vietnam war:**

WORKSHEET 14E

Final Goodbyes—Notes at the Wall

In 1982, nine years after the Vietnam War ended, the Vietnam Veterans Memorial in Washington, D.C. was finally erected. Carved into the black granite walls of the memorial are the names of the over 58,000 Americans killed or missing in action in Vietnam. Below are excerpts from notes left by visitors at the wall.

Dad, I never got a chance to know you but I love you very much.... I'm really proud to be your son. I hope I can be as good a man as you were.

Your son,
Carwain

Twenty-one years ago a caring gentle 26-year-old pilot left for Southeast Asia—certain that by his service he was helping one of America's allies fight for their freedom and self-determination. Nineteen and a half years later, a handful of bones, a small section of jawbone and two teeth were returned and positively identified as the only mortal remains of this once tall, proud American.

Even so, friend, rest assured the flag yet flies at home, on summer nights taps still echo from Harrison's woods, lakes and hills, and on deep cold winter nights, the lake ice sings still.

He left his car to me to take care of it "til he got back." I've still got the car. I would rather have my big brother back.

When you came back, they wouldn't even let me touch you, darling. You are my son and I will never forgive them. I gave birth to you and raised you and I begged so hard just to put my arms around you and kiss you goodbye.

I also joined the service. Why? To do what my father did—protect this great country of ours for democracy and freedom.

I have never cried. My chest becomes unbearably painful and my throat tightens so I can't even croak, but I haven't cried. I wanted to, just couldn't. I think I can, today. Damn, I'm crying now.

The little baby you never saw just turned 17 in August.... This was all such a waste. Maybe your sacrifice means this won't happen again.

We shared experiences and emotions that can never be expressed with words. You just had to be there, man.

What if no one cares?

EXERCISE

If you could leave a note at the wall, what would it say?

Learning Activity 15

How wise were the policies of Presidents Reagan and Bush on Central America and the Caribbean?

BACKGROUND

The Cold War between the forces of communism and democracy, which had begun to thaw in the 1970s, reheated in the 1980s. Upon taking office in 1980 President Ronald Reagan made it clear that his administration would oppose Soviet expansion everywhere, even at the risk of confrontation. A major theater in which Reagan would implement this policy was Central America, in the nations Nicaragua and El Salvador, as well as in the Caribbean.

In 1979 in Nicaragua, after a bloody two-year civil war, the Marxist-Leninist Sandinista National Liberation Front ousted the dictator General Anastasio Somoza Dabayle, whose family had ruled with strong United States backing since the 1930s. Upon their victory the Sandinista government declared all land owned by Somoza and the farms of individuals who fled the country "property of the people." Much of this land was distributed to previously landless peasants. While many people were enthusiastic about the Sandinista government, counter-revolutionaries, known as Contras, accused the Sandinistas of suppressing democracy in Nicaragua. The junta had postponed the free elections it had promised and had accepted aid from Cuba.

President Reagan charged that the Sandinistas were exporting unrest to other nations in Central America by shipping Cuban and Soviet weapons to rebels in those nations. As an example, Reagan pointed to El Salvador where a United States backed military government was being attacked by Communist guerillas who, Reagan charged, were backed by the Sandinistas. Reagan sent aid and advisors to train El Salvador's troops. Thwarted in his repeated attempts to get Congress to authorize aid to the Nicaraguan Contras, Reagan provided covert aid.

Reagan also flexed his military muscles in the Caribbean. In a dramatic display of American might, in 1983 he dispatched a heavy-firepower invasion force to the island of Grenada, where a military coup had killed the prime minister and brought Marxists to power.

President George Bush was following in the footsteps of Ronald Reagan when in 1989 he ordered the invasion of Panama to oust the dictator General Manuel Noriega—once an asset to American intelligence services—and install a democratic government.

MAJOR IDEA

- Competition for SCARCE resources and/or strategic locations often leads to conflict.

CONCEPTS

- Human Rights
- Interdependence
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain reasons why Central America and the Caribbean are of strategic importance to the United States.
- Outline major United States actions and their results in Central America and the Caribbean during the Reason/Bush administrations.
- Analyze arguments for and against United States support of the Contras in Nicaragua.
- Evaluate the merits and weaknesses of the Reagan/Bush policy.

DEVELOPMENT

- Distribute Worksheet 15A, "U.S. in Central America and the Caribbean." Have students examine the map, read and complete the exercise. Then have students explain their answers to the following questions:
  — What does this map tell us about events in Central America and the Caribbean from 1978 through 1990?

- How was the United States involved in each of these situations?
- How do you explain the United States interest in this region?
- What was the outcome in each of the situations shown on the map?
- Does the United States have the right to try to ensure that friendly governments exist in this region? Why or why not?

- Distribute Worksheet 15B, "Two Views on U.S. Policy in Nicaragua." Have students read it, complete the exercise, and explain their answers to the following questions:
  - What do these selections tell us about United States involvement in Nicaragua in the 1980s?
  - What reasons does President Reagan give for the United States interest in Nicaragua?
  - Why does President Reagan say that Central America's problems directly affect the security of our own people?
  - Does the United States have a responsibility to help its neighbors if, as President Reagan suggests, they are threatened by Communist nations?
  - What arguments against United States involvement in Nicaragua are given by Carlos Fuentes?
  - How does Carlos Fuentes answer the argument that Cuba is exporting communist revolution in Central America?
  - Why does Mr. Fuentes believe that it is not in the self-interest of the United States to intervene in Nicaragua? Explain.
  - In your opinion, should the United States have become involved in the civil war in Nicaragua? Why or why not?
- Distribute Worksheet 15C, "Cartoonists' Views on U.S. Policy in Nicaragua." Have students examine the cartoons, complete the exercise, and explain their answers to the following questions:
  - What are these cartoonists saying about the situation in Nicaragua?
  - Which cartoonist probably agrees with President Reagan on support for the Contras?
  - Which cartoonist would most likely agree with Carlos Fuentes? Explain.
  - Are political cartoons like these an effective way to communicate a point of view? Explain.

FOLLOW-UP ACTIVITIES

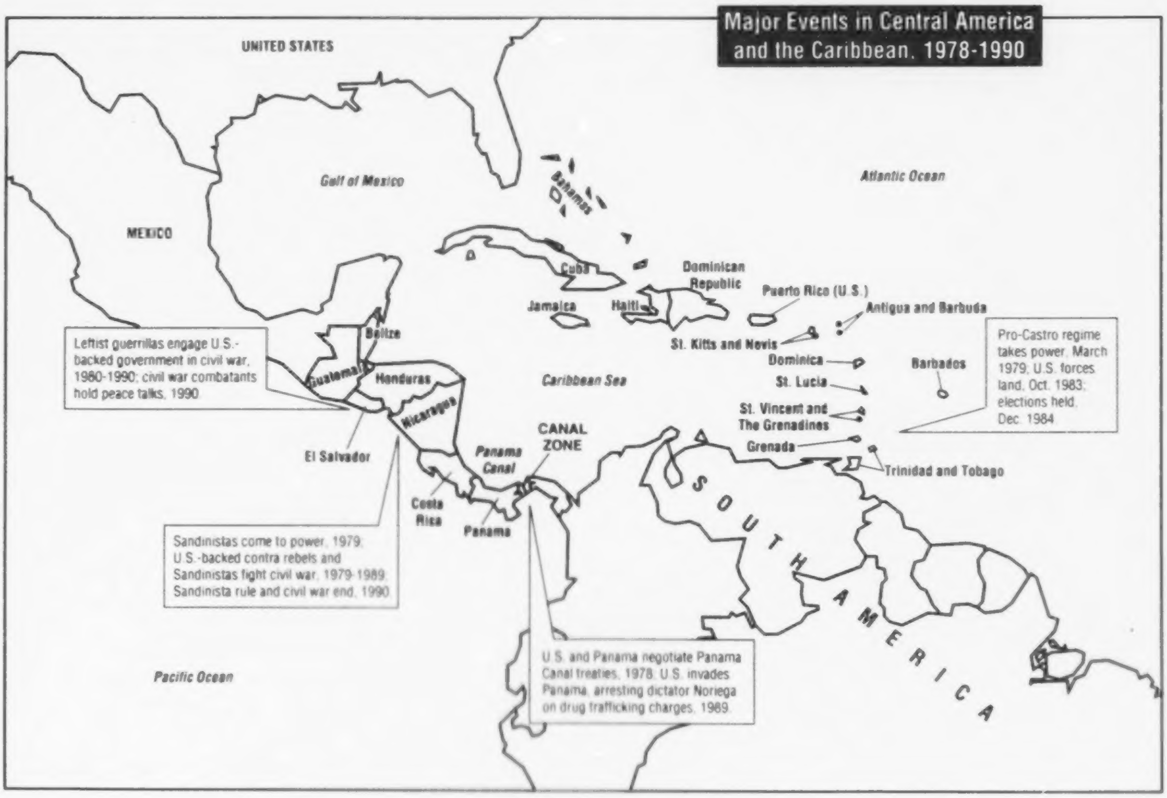
Students can:

- Bring the map on Worksheet 15A up to date by researching recent events in Nicaragua, El Salvador, Panama, and Grenada.
- Debate the question of United States intervention in Central American and Caribbean affairs.
- Make a scrapbook, using newspaper and magazine clippings, of recent political events in one Central American or Caribbean nation.

WORKSHEET 15A

U.S. in Central America and the Caribbean

Examine the map below and answer the questions that follow.



Major Events in Central America and the Caribbean, 1978-1990

Leftist guerrillas engage U.S.-backed government in civil war, 1980-1990; civil war combatants hold peace talks, 1990

Sandinistas come to power, 1979; U.S.-backed contra rebels and Sandinistas fight civil war, 1979-1989; Sandinista rule and civil war end, 1990

U.S. and Panama negotiate Panama Canal treaties, 1978. U.S. invades Panama, arresting dictator Noriega on drug trafficking charges, 1989.

Pro-Castro regime takes power, March 1979; U.S. forces land, Oct. 1983; elections held, Dec. 1984

From *American Voices* (Glenview, IL: Scott Foresman, 1992) Copyright © Scott Foresman. All rights reserved.

EXERCISE

- What is the title of this map? ______________________________
- Which four nations are the focus of the map? ______________________________,

  ______________________, ______________________, ______________________.
- Describe the geographic location of this region in relation to the United States.

  ____
- Which group did the United States back in the Nicaraguan civil war?

  ____
- Which group did the United States back in El Salvador? ______________________________
- In which two countries highlighted here did the United States land troops in the 1980s?

  ______________________________ and ______________________________

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WORKSHEET 15B

Two Views on U.S. Policy in Nicaragua

Below are two views on United States involvement in Nicaragua in the 1980s.

VIEWPOINT 1

President Ronald Reagan in 1983 asked Congress to support economic and military aid to opponents of the Nicaraguan government, known as the Contras:

CENTRAL AMERICA'S problems do directly affect the security and the well-being of our own people. And Central America is much closer to the United States than many of the world trouble spots that concern us.

Let me set the record straight on Nicaragua. In 1979, when the new government took over in Nicaragua, after a revolution which overthrew the dictatorship rule of Somoza, everyone hoped for the growth of democracy. We in the United States did too. Yet, the Government of Nicaragua has treated us as an enemy. It has rejected our repeated peace efforts. It has broken its promises to us, and, most important of all, to the people of Nicaragua.

The Sandinista revolution in Nicaragua turned out to be just an exchange of one set of dictators for another, and the people still have no freedom, no democratic rights, and more poverty. Even worse than its predecessor, it is helping Cuba and the Soviets to destabilize our hemisphere.

Nicaragua's dictators like to pretend they are today being attacked by forces based in Honduras. The fact is, it is Nicaragua's government that threatens Honduras, not the reverse. Nicaragua, supported by weapons and military resources provided by the Communist bloc, represses its own people, refuses to make peace, and sponsors a guerrilla war against El Salvador.

Are democracies required to remain passive while threats to their security and prosperity accumulate? Must we sit by while independent nations of this hemisphere are integrated into the most aggressive empire the modern world has seen?

Adapted from Ronald Reagan, address before a joint session of Congress, April 17, 1983.

VIEWPOINT 2

Carlos Fuentes, Mexican writer, editor, and diplomat, arguing that intervention in Nicaragua is not serving United States interests:

Some time ago, I was traveling in the state of Morelos in Central Mexico. I stopped and asked a laborer of the fields how far it was to the village of Anenecuilco. He answered me: "If you had left at daybreak, you would be there now." This man had an internal clock which marked his own time and that of his culture. For the clocks of all men and women, of all civilizations, are not set at the same hour.

The daybreak of a movement of social and political renewal cannot be set by calendars other than those of the people involved. Revolution cannot be exported. So it has always been: with the people of Massachusetts in 1776; with the people of my country during our revolutionary experience; with the people of Central America in the hour we are all living.

The problems of Nicaragua are Nicaraguan, but they will cease to be so if that country is deprived of all possibility for normal survival. Why is the United States so impatient with four years of the Sandinistas, when it was so tolerant of forty-five years of the dictator Somoza?

Nicaragua is being attacked and invaded by forces sponsored by the United States. It is being invaded by counter-revolutionary bands led by former commanders of Somoza's national guard who are out to overthrow the revolutionary government and reinstate the old tyranny. These are not freedom fighters. They are Benedict Arnolds.

The real struggle for Latin America is then, as always, a struggle with ourselves, within ourselves. We must solve it by ourselves. Nobody else can truly know it; we are living through our family quarrels.

Adapted from Carlos Fuentes, "High Noon in Latin America," *Vanity Fair*, 1983

EXERCISE

After reading the two views of United States policy in Nicaragua, check (✓) the appropriate box on the chart that follows:

R — if the statement relates to Ronald Reagan's view.

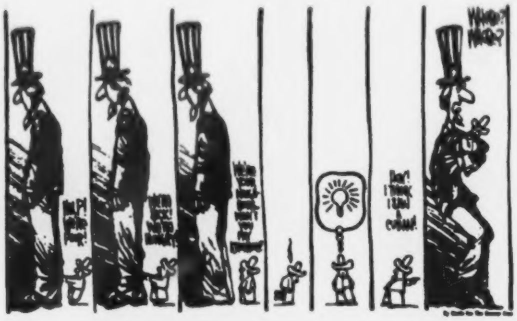
F — if the statement relates to Carlos Fuentes' view.

Statement	R	F
1. Latin Americans must solve their own family quarrels.	☐	☐
2. Nicaragua is helping Cuba and the Soviets to destabilize the Western Hemisphere by exporting revolution.	☐	☐
3. Central America's problems directly affect the security of the United States.	☐	☐
4. The causes of revolutions lie deep in the history of a society; revolution cannot be exported.	☐	☐
5. The counter- revolutionaries who are attacking Nicaragua are Benedict Arnolds.	☐	☐

Cartoonists' Views on U.S. Policy in Nicaragua

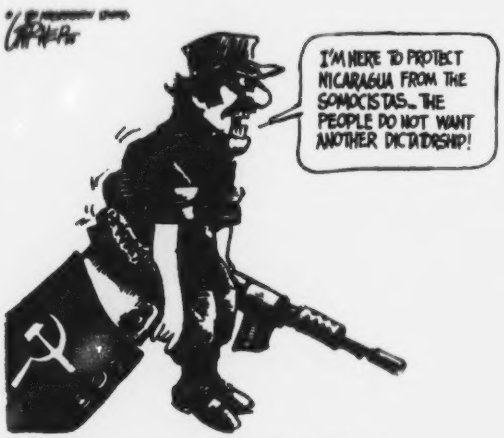
What are the cartoonists saying about the situation in Nicaragua and United States involvement? Examine each cartoon and complete the exercise that follows:

A.



Michael Keefe for the Denver Post

B.


I'M HERE TO PROTECT NICARAGUA FROM THE SOMOCISTAS.. THE PEOPLE DO NOT WANT ANOTHER DICTATORSHIP!

Reprinted courtesy of *The Washington Times*, 1983

EXERCISE

Cartoon A

- In this cartoon, the tall man represents ______________________________
- The shorter man represents ______________________________
- The tall man becomes interested in the shorter man only when ______________________________
  ____
- This cartoonist believes that ______________________________
  ____

Cartoon B

- In this cartoon, the arm holding the puppet represents ______________________________
- The puppet represents ______________________________
- The puppet's words are controlled by ______________________________
- This cartoonist believes that ______________________________
  ____

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